

# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1929

Girard College, December 31, 1929.

*Board of Directors of City Trusts,*

*Philadelphia, Pa.*

GENTLEMEN :

Victor Hugo once said that the eighteenth century was woman's century, and the nineteenth was man's. To this Ellen Key recently adds, "Yes, and the twentieth is the century of the child." Even a casual observer can not ignore the trend of the times. Largely increased expenditures for education, almost innumerable experiments in methods of instruction, and many agencies for child betterment are now in evidence on every side.

Early in the twentieth century President Roosevelt called at the White House the most notable conference on child welfare which ever assembled in America. In that conference were included representatives of all phases of child care and child betterment, and in a real sense the White House Conference of 1909 marked the beginning of a new era in child welfare. Other Presidents also have directed attention to education, a notable instance being the President whose term expired on March 4 of the year under review. In 1928 President Coolidge spoke at the one hundred and fiftieth anniversary of the founding of the Phillips Academy at Andover, Massachusetts, and set forth the time-honored doctrine that teachings leading to accuracy and honesty are indispensable if the nation is to continue and prosper. President Hoover likewise stressed the high purpose of modern education in his

inaugural address on March 4, 1929. Our object as a nation, he held, is not limited to the overcoming of illiteracy; the nation has progressed far beyond that ideal; as our numbers increase, and our lives expand with the application of science and invention, there is increasing need for leaders in every walk of life. The lessons of history show that one civilization after another has gone down to defeat through limiting its effort to secure leadership to a single group or class in society. The President's conclusion was, "The full opportunity for every boy and girl to rise through the selective processes of education can alone secure us this leadership."

It was quite to be expected that President Hoover would follow his inaugural pronouncement on education with an attempt to do something constructive in the furtherance of the ideals which his address enunciated. Accordingly, he has directed that another White House Conference be called to consider educational processes and child welfare. To the Secretary of the Interior, who has had a distinguished career as an educational administrator, has been assigned the task of directing the forthcoming White House Conference. A representative committee has been selected, and the work for the conference has been laid out in four main sections which are variously sub-divided as to subjects. One of the sections is given six sub-divisions for purposes of study, each being assigned to a separate committee.

In an address delivered early in January, 1929, on "The Child in Civilization" the Secretary of the Interior makes a statement of his educational doctrines which cannot fail to challenge the interest of thoughtful men and women. "Our children," said he, "must carry our civilization forward. We may build up a great, rich, and powerful civilization using our wealth to make more wealth, but if we fail properly to prepare the oncoming generation for its custody, our whole effort may be in vain." The Secretary urged that we all join "in a most careful survey of our existing facilities and of our opportunities for the future handling of these problems of childhood."

As one notes the trend of educational theory, he feels that

there has been in recent years an over-emphasis of hereditary influences as a determining factor in the lives of children. This was to be expected from the large role which science has played in modern life, and from the development of the new science of eugenics. Carried to its logical conclusion, this modern scientific trend would determine human destiny largely by hereditary influence. Girard College is peculiarly favored in being able to give full play to the influence of environment, and to show the ways in which heredity may be counteracted or modified. In brief, the task to which the College sets itself is to take the material which heredity and early environment furnish, and mould, shape, and refine this material into the most useful and worthwhile product possible. The conditions under which boys are received into the College mean first of all that the influence of the fathers has ceased to be an active force in the lives of these boys. While the College does recognize and is pleased to utilize the influence of the mothers as far as this can be helpful, its peculiar function and relationship make it possible to limit the influence of the mother if that seems to be a desirable course to follow.

Girard College is fortunate in receiving boys at a relatively early age and in controlling to a large extent their early environment and shaping the influences which surround their lives. No one can sit at the examining table when boys are received into Girard College and not be impressed with the freshness, vigor, and personal enthusiasm which these boys evidence in the period ranging from seven to ten years of age. To keep this freshness, to maintain and continue the mental and moral enthusiasms are aims to which we may well direct our best efforts. A distinguished headmaster gave to his colleagues of the Headmasters' Association in 1929 a challenging address on "Keeping David David." The task to which those in charge of boys' schools may well address themselves is to preserve and cultivate the spontaneity, the freshness, and the enthusiasm which younger boys show. One can but grieve at the transformations which sometimes come over these youth in the adolescent period. The heads of schools can have no higher ideal than to preserve the childhood confidences

and the intimacy of relationships which are characteristic of the pre-adolescent age.

Nothing has been a greater encouragement to us all in the work of Girard College than the wholesome, hearty smiles on the faces of the boys as they come and go in their daily tasks. The teachers and officers of the College could have no higher wish or motive than to enjoy the confidences, and to share in the life interests and purposes of this great company of boys. The one who is not willing to give himself to those who so greatly hunger for guidance and inspiration in their lives makes a stupendous mistake in coming into such a service as this.

One great benefit derived from preparing an annual report lies in the opportunity it gives to the executive staff to take stock of tendencies and achievements. The danger of falling into a fixed routine and following it year after year is ever present at Girard College. Anything which shakes us free from the mechanism of doing our work according to an established order must contribute to better work. The examination of the activities of an institution, the testing as to results, the comparison of our own methods with those used elsewhere, all contribute to a higher accomplishment than would be possible should we accept our own past with smug satisfaction. In his book entitled "The Degradation of the Democratic Dogma" Henry Adams enunciates a principle which is just as true of education as it is of the physical universe; it is in brief, "Stable equilibrium is death." In educational method, stable equilibrium is death to progress, it is death to spontaneity, it is death to an aggressive and forceful attack upon the problems with which education is confronted.

An annual report has its greatest service in the opportunity which it gives to take a central position and view the work of the institution as a whole. A man who commanded abundant resources built for himself a house on the top of a high hill. The house was so isolated and difficult of access that a friend made bold to inquire why he chose such a site for his home. His reply was that it did him good to look at the world's great expanse in every direction, that it made him humble to com-

pare himself with the rest of the world. The preparation of an annual report furnishes an opportunity to survey the educational process historically in a backward look, and to take knowledge of what other schools are now doing. When we realize the accomplishments of such headmasters as Arnold of Rugby, Thwing of Uppingham, Saunderson of Oundle, and Howson of Holt, we are humbled in the doing of our own task; we are also inspired by the thought that the best we are and can be will live again in the lives of those whom our lives have touched. And knowledge of what great headmasters are doing at present in outstanding schools in America, England, and in the world at large is a challenge to us to do our own bit with more devotion and greater loyalty to worthy ideals. A report would be worth the effort it costs if it did no more than to require us to measure our lives by the noble lives of those who have wrought in the generations gone and of others who are similarly still working out the problems of boys' education in various corresponding fields of endeavor.

## CHANGES IN STAFF

### RESIGNATIONS

MISS ANGELA M. WEISS, A.B., A.M., Teacher of French	January 31
MISS INA A. ARNOLD, Governess	February 28
JOHN G. ROBERTS, JR., Housemaster	February 28
MISS HARRIET G. WILLIAMS, Governess	March 8
MISS PAULINE F. DAVIS, Governess	March 31
VINCENT L. NETTLETON, Housemaster	April 30
MISS ELLEN S. BOYD, Ass't Supervisor, Junior School Building	May 2
MISS MARGARETE STIEGELMYER, B.S. in L.S., Assistant Librarian	May 15
ELWOOD V. HELFRICH, Housemaster	June 6
MISS JEAN C. MASLAND, (Substitute) Teacher of French	June 30
JAMES R. DAGGETT, Housemaster	July 31
MISS KATHRYN M. BICKEL, B.S., Teacher, Junior School	August 31
EDWARD P. GEUTHER, B.S., LL.B., Teaching Housemaster	August 31
MARSHALL FAUSOLD, A.B., Housemaster	August 31
MISS LILLIE B. CARR, Governess	August 31
MISS SEMIRAMIS H. BARTON, Governess	August 31
HARRY E. MULLEN, D.D.S., Assistant Dentist	August 31
MISS MARY E. CATES, Governess	August 31
MISS MARGARET B. LAPSLEY, Governess	August 31

KENNETH T. WEBBER, B.S., Teacher of English, High School.	August 31
ALLEN W. CATES, A.B., A.M., Senior Housemaster.	August 31
RUSSELL B. COOVER, Teaching Housemaster.	August 31
MISS F. ELIZABETH ROGERS, Governess.	August 31
MISS JEANNE M. MASSEY, Governess.	August 31
MISS LYSLA I. ABBOTT, B.S., (Acting) Children's Librarian.	August 31
HARRY HALE SMITH, A.B., (Substitute) Teacher of English, High School.	August 31
HENRY W. SHOE, Housemaster.	August 31
MISS PEARLE AMES, Governess.	November 20
MISS CLARA T. MAGEE, Governess.	November 20
MISS DIADAMIE A. ARMSTRONG, Governess	December 6

## APPOINTMENTS

MISS JEAN C. MASLAND, (Substitute) Teacher of French, High School.	February 1
ELWOOD V. HELFRICH, Housemaster.	March 1
MISS H. FRANCES HORNER, Governess.	March 6
MISS JEANNE M. MASSEY, Governess.	April 5
MISS MARY ORR, Governess.	April 29
SYDNEY CONNOR, Housemaster.	May 6
JAMES R. DAGGETT, Housemaster.	June 10
MISS CARRIE M. FREY, A.B., A.M., Teacher of French.	September 1
DR. RAYMOND I. HASKELL, B.S., A.M., Ph.D., Head of Department of English, High School.	September 1
LAURIS R. WILSON, Housemaster.	September 1
ROBERT P. WATERHOUSE, B.S., Housemaster.	September 1
J. MAURICE STRATTON, Housemaster.	September 1
MISS EVA M. REED, Governess.	September 1
MISS PAULINE FIGULY, Governess.	September 1
MISS HELEN C. BOYD, Governess	September 1
MISS ROSALINE BERMAN, A.B., A.M., Teacher, Junior School.	September 1
MISS DOROTHY DANDOIS, Teacher, Middle School	September 1
MRS. ELIZABETH M. SAYLOR, Governess.	September 1
H. IRVIN ZIMMERLING, D.D.S., Assistant Dentist.	September 1
G. F. BECKMYER, B.S., M.S., (Substitute) Teacher of Science.	September 1
ANDREW J. STEWART, A.B., A.M., Teacher of English, High School.	September 1
MRS. ALICE JOHNSTON COURTNEY, Governess.	September 1
ARTHUR F. SYMOND, A.M., Teaching Housemaster.	September 1
GEORGE R. DULEBOHN, A.B., A.M., Teaching Housemaster.	September 1
ERNEST A. PATCHEL, Housemaster.	September 1

MISS MARGARET D. MILLER, A.B., Teacher of English, High School.....	September 1
MISS MARY K. INGRAM, A.B., Governess .....	September 1
MISS ANNA M. FOX, Governess.....	September 3
MISS HAZEL ERCHINGER, A.B., Assistant Librarian.....	September 9
MRS. ELEANOR E. BADGER, Governess.....	November 25
MRS. NINA MEHRING, Governess.....	December 1
MISS RUTH D. BEYER, Governess....	December 7

## TRANSFERS

MISS MAHEL NEWCOMER, Governess to Assistant Supervisor, Junior School Building.....	June 1
A. STERLING KING, Housemaster to Teaching Housemaster.	September 1
THOMAS B. MCCLOUD, A.B., Teaching Housemaster to Senior Housemaster.....	September 1

## DIED

MISS ALICE B. RAGOTZKY, Teacher, Middle School.....	March 11
MISS LYLE W. TAYLOR, B.S., Teacher of English, High School.....	July 12

## THE STAFF

Andrew Carnegie once disclaimed having had any genius except the genius to choose wisely those who were to work with and for him. The success of his associates was Carnegie's success. If one were misguided enough to believe that he could win success single handed in such a position as that of President of Girard College, a brief experience would convince him of his error. The work here is many-sided, calling for the coöperation of those in various departments, and any success achieved must result from an integration of effort.

In the selection of executive associates, teachers, officers, and other agents, it has been the policy of the present administration of Girard College to select relatively young persons, and to seek to develop them in their positions. Such a method will, in the long run, make for harmonious and helpful relationships in an administrative system. Those who come without too fixed ideas or too rigid habits of life more readily adapt themselves and get the point of view needed for a work which is distinctive and somewhat peculiar.

Two members of the teaching staff died during the year, they being Miss Alice B. Ragotzky, on March 11, and Miss Lyle W. Taylor, on July 12. Miss Ragotzky had been a teacher in the College for twenty-four years, and was beloved by her associates and the boys whom she had taught. For several years she had been in frail health and had kept at her post only through courage and the wise husbanding of her strength. She was in attendance on her classes and doing her usual work until within four days of her death. As she entered into her rest, she left an honored name in the school to which she had given her all.

Miss Lyle W. Taylor had served for several years as Principal of the Summer School of the College, where she did so distinctive and useful a work that, when there was a vacancy in the English department in 1927, she was invited to come on the staff as a regular teacher of English. She served with conspicuous success until the close of the term in June last. Miss Taylor's influence was much wider than that of a classroom teacher. In the junior high school in which she taught before coming to Girard College she had supervised club work, and this interest in extra-classroom activities was immediately evidenced at the College through her voluntary service as hostess for the boys at their social evenings, and her assistance in the out-of-school projects of her classes. Miss Taylor showed an unusual understanding of boys in the adolescent period, and she was able to serve them in ways which made her highly useful. She was ambitious for her professional career and had gifts of mind as well as of heart. She had pursued studies at the University of Pennsylvania, and in the summer schools of State College and the University, and had won for herself the bachelor's degree. Soon after the close of the spring term Miss Taylor went to a hospital for an operation, which resulted in an internal hemorrhage and proved fatal. The comment of the boys in the *Girard News* expressed what was in all our hearts concerning Miss Taylor: "A more helpful, conscientious teacher, a more charming, lovable friend could not be found; her loss is keenly felt by all who knew her."



A former prelect of the College, John J. MacFarlane, also died during the year. Mr. MacFarlane was in service in the College from 1864 to 1871, and left an excellent record behind him. While here he was instrumental in introducing the English game of cricket, and he took an active part in developing the then new American game of baseball.

The English Department has been further reorganized during the year. Mr. Kenneth Webber resigned at the close of the spring term and decided to withdraw from teaching and take up the task of editing and publishing a country newspaper in New York State. Mr. Webber had served the College with credit for seven years, had made himself an honored place as a teacher, and had won the respect and good will of the boys whom he taught. In addition to teaching literature and English composition to the older boys, he had taken the sponsorship for the *Girard College Magazine*, where his peculiar gifts for editorial work made him highly useful. We could not but regret that Mr. Webber resigned from the College service, and particularly that he withdrew from the profession to which he had given so many useful years of his life.

For the vacancy created by Mr. Webber's resignation, we secured the services of Mr. Andrew J. Stewart, a graduate of the University of Pennsylvania in 1925, and a teacher for two years in the High School at Merchantville, New Jersey, and also for two years in the English Department of the University of Illinois. Mr. Stewart was granted a master's degree by the University of Pennsylvania in 1927, and has much to offer in the way of youthful ambition, scholastic preparation, and approved experience.

The English Department called as head Dr. Raymond I. Haskell, for three years Headmaster of the Academy at Sewickley, Pennsylvania. Dr. Haskell was graduated from Colby College in Maine in 1914, and later received a master's degree from the same institution. After serving as principal of a large public high school in New Hampshire for three years, and as assistant principal of a high school in Massachu-

settles for one year, he came to the William Penn Charter School as a teacher of English and French. In the latter school he served for a period of seven years. From Penn Charter, Dr. Haskell went to an assistant headmastership in the Montclair Academy, New Jersey, from which position he went to the headmastership at the Sewickley Academy. Dr. Haskell's scholastic preparation was further improved by courses leading to the degrees of master of arts and doctor of philosophy at the University of Pennsylvania. We feel that Dr. Haskell has had a splendid experience as classroom teacher, school administrator, and as a director for fourteen years of summer camps. Girard College may consider herself fortunate to call to her service as a head of a department of instruction a man of Dr. Haskell's personality, scholastic attainments, and educational experience.

Miss Margaret D. Miller was appointed to the vacancy made by the death of Miss Taylor. Miss Miller is a graduate of the Greensburg, Pennsylvania, High School, and of the University of Pittsburgh. She continued her professional studies at the University of Rochester and the University of Michigan. In addition Miss Miller has had four years of teaching experience in the Junior High Schools at McKees Rocks and Uniontown, Pennsylvania. She has specialized in the general activities of high school classes in plays and morning assembly programs. As was true of Miss Taylor, Miss Miller has gifts for the management of boys, and she has made a favorable beginning in her work.

To fill the vacancy in the Department of Romance Language made by the resignation of Miss Angela Weiss, Miss Carrie M. Frey, of Scottdale, Pennsylvania, was appointed in September last. Miss Frey is a graduate of Hood College in Maryland, and studied at the Universities of Wisconsin, and Grenoble in France, the Teachers' College of Columbia University, and the Sorbonne, of Paris. She spent the half year immediately preceding her appointment here in study at the Sorbonne. Miss Frey has had a good range of experience in the high schools of Pennsylvania, is excellently well trained in the French language and literature, has a good speaking

command of the language, and in addition has a knowledge of the modern approved methods of teaching French.

We are favored at Girard College in having relatively few changes in staff. The liberal policy of the Board of Directors in granting leaves of absence for those suffering from temporary illnesses has resulted, in repeated instances, in their recovering their health and continuing in their positions. Such a policy is, we believe, desirable from the standpoint both of the Institution and of the individuals concerned.

A further significant change in staff organization occurred when there was a vacancy in the Department of Domestic Economy due to the resignation of Miss Ellen S. Boyd, and we transferred Miss Mabel D. Newcomer, who had discharged the duties of a governess in the College for almost ten years. Before coming to Girard College, Miss Newcomer had experience as a matron in the Sleighton Farms School for Girls. With the extension of the work of the College to the new houses at the west end, and the further developments that will come with the reconstructed Junior School building, we consider that we are favored in having as assistant supervisor such a person as Miss Newcomer.

The generosity of the Board of Directors to the staff was further shown by the leaves of absence granted during the past year. The Librarian and the Children's Librarian were away from September 1, 1928, to September 1, 1929. The major part of this time was spent in a European trip, with rather prolonged periods for study in a few centers, including London, Paris, Munich, and Rome. Both of the librarians returned in improved health and with renewed zest for their work.

The Vice-President was granted leave for the period from March 1 to September 1, and was abroad with Mrs. Jameson. They began with a Mediterranean cruise which reached to Egypt and Palestine and returned by way of Europe, spending the major part of their time in France and England. The Vice-President was greatly benefited by the freedom from the exacting routine of his position, and he too came back in September renewed in health and refreshed in spirit.

Mr. Percy Miller was similarly granted a leave of absence

for the five months from September 1, 1929, to February 1, 1930. This time is being given to a European trip, with an opportunity to travel and observe, and we feel confident that the leave voted is a splendid investment for Girard College.

Honors have come to several members of the staff during the year. Malcolm G. Wright had the degree of doctor of philosophy conferred upon him for researches and studies in the field of Romance languages and literature. This degree was also granted on February 15, 1930, to John M. Presson, of the Science Department, for scholastic accomplishments in education. The Head of the Department of Social Studies and Supervisor of High School Instruction was the recipient of an honorary doctor's degree conferred by Bucknell University.

The custom has been continued of keeping intimate association with the former members of the staff who have been retired from active service. Notices of College activities, reports, and other documentary material are sent regularly to these persons, and appreciative replies come back from all parts of this country and various places abroad where former teachers, household officers, or members of the staff are traveling or are in residence. Henry Hanby Hay journeyed from the Isle of Man during the spring, and was present to greet many old friends at the Founder's Day celebration.

Dr. Winthrop D. Sheldon, who retired as Vice-President in 1913, celebrated on December 18 his ninetieth birthday anniversary. Dr. Sheldon is living in Germantown; his mind is alert and he has continued his interest in all that affects Girard College as well as in current events. It is a pleasure to visit him from time to time and to feel the inspiration of a contact with his sterling personality. Scores of Dr. Sheldon's friends sent him messages of greeting and good wishes on his ninetieth birthday. With characteristic fidelity, he wrote his replies to all these messages with his own hand. Dr. Sheldon is a fine type of the old time scholar and gentleman, whose service in Girard College was constructive and helpful for many years.

Perhaps no single event in the year closing has done more to create an esprit de corps and a sense of loyalty in the staff than has the establishment of a plan for group insurance by

the Board of Directors. The retirement arrangement a few years ago aided towards this desirable end. Until 1929, however, no life insurance scheme had been operative for all the employes of Girard College. Now, as is true of the retirement plan, the Board assumes full financial responsibility for the group insurance; the provisions of the plan are that all persons in the employ of the College have an insurance on their lives for the amount of one year's salary or wages, the maximum of insurance to be not above a fixed amount. Shortly after the group insurance became operative, one employe was stricken by death, and two others have died during the year. The settlement in each case was prompt and gave the fullest consideration to the wishes of the family of the deceased. This plan as it operates in the future will apply to those who may later go on the retired list.

All of these provisions do contribute to a better feeling on the part of the members of the staff. Individuals properly regard themselves as being in the employ of a Board which is interested in their welfare, and which seeks to promote their best interests. The officers of the College who have been on leave for study and travel and those who have been ill and were granted leave that they might recuperate, have returned with a new expression of devotion and a renewed determination to show their appreciation by a rededication of their lives to service.

## CHARACTER EDUCATION

In day schools and public schools the contribution of teachers to religious education may be regarded as incidental, the main responsibility for character development resting upon the homes, the churches, and contacts other than the schools. Girard College does appeal to the mothers and guardians of boys for the coöperation of the home influence in religious education. But the conditions of life at Girard College, the ages of our boys, and the length of their residence here give to the College a responsibility which probably does not rest upon any other school. Character development, moral educa-

tion, real equipment for life, are services which Girard College can scarcely avoid rendering to the boys for whom she has assumed an obligation. Not only did the Founder say that he would have his future wards taught the purest principles of morality, but he added that he would have them exercise the right of choice in the matter of their church relations when they should leave the Institution.

Character education must in the ultimate determine the effectiveness of all the training which Girard College gives. President Roosevelt once said that manhood as well as scholarship should be the aim of all training, and John Quincy Adams made the observation that it is infinitely more important that we cause our children to love and to desire than that we cause them simply to know. In other words, our training is not to be of the intellect alone; to this there must be added education of the emotions and cultivation of the will.

Character training can best be given through concrete situations in school, and by the practice of the moral virtues in social conduct. The boy of the adolescent period is forming his habits for life. If in this period there is formed the habit of church attendance, of Bible reading and study, a natural taste for higher and more wholesome forms of amusement, and the earnest desire to be of service to one's fellows, beginnings have been made in the practice of religious virtues. Any school which cultivates these fundamentals of conduct is laying the foundation for correct living. The greatest service of Girard College in character training is accomplished through the life which boys lead in the Institution. Character and religious education are not things in the abstract; to be effective they must be embodied in life. Girard College should be an experimental school in practical morality. Here should be laid the basis on which a sound moral life will rest after boys go out from the instruction which they receive.

The attitude we take toward standing regulations, whether they are the rules of the school, or the laws of society, determines in a large measure whether or not we are good citizens. The habitual criminals are in most cases criminals from youth; largely they are those who as children did not live under

authority, and who grew up to defy the fixed order. The lack of respect for law which has loomed so large in the public mind in recent years has been brought about by the failure of our educational machinery to train those in its care to accept as a natural act of good citizenship the regulations necessary to their proper coöperation with others.

The discerning Rector of St. Paul's School begins his annual report for 1929 with the observation, "The life of a big school implies risk." Any thoughtful and vigilant worker in a boys' school must be impressed with the element of risk by which life in such a school is attended. The selection of such a large number of boys, and of boys from such diversified social conditions as those from which the boys of Girard College come, assembles an almost infinite number of problems and danger points. Perhaps the saving grace in the Girard situation is the provision of the Founder that boys are to be received between six and ten years of age. Vicious habits and evil tendencies, even if present, are not firmly fixed in boys at eight or nine years of age. Many boys who unmistakably evidence wrong tendencies when received into Girard College are quickly assimilated into the life of the place and these tendencies disappear, though at times there are reverisions to earlier habits or ideals.

The presence of so many boys of varying ages in a single school also presents a problem calling for resourcefulness and ingenuity in order to minimize the danger points and protect against the damaging influences of leadership and examples which are in the wrong direction. As in so many other particulars, the Founder of Girard College gave those who manage his institution a wise direction in the matter of continuing in residence boys who are exerting a bad influence. In the eighth section of the provision for his College, as given in his will, he said: "Should it unfortunately happen, that any of the orphans, admitted into the College, shall, from misconduct, have become unfit companions for the rest, and mild means of reformation prove abortive, they should no longer remain therein."

The Girard Will was written only a year or so after Dr.

Arnold went to Rugby. It is scarcely possible that there was any connection between Dr. Arnold's Rugby policies and the making of the Girard Will, yet the sentiment set forth in the above citation is in most complete accord with the policies announced by Dr. Arnold for Rugby, and with his notable administration of that school. For the good of the school, and as a means of maintaining a high standard of conduct and character at Rugby, Dr. Arnold expelled boys relentlessly and almost in wholesale.

While Girard College has expelled relatively few boys during the past twenty years, there has been, during the whole period, an increasing tendency to ask that boys who were not deriving large profit from being here and were not exerting a helpful influence on the life of the place should be taken away, both for their own good and the good of the College. While such a policy presents difficulties in individual cases, and is sometimes believed by the families and friends of the boys concerned to work a hardship, observations on the operations of this policy leave no room for doubt as to its wisdom. Those of us who are in the work at Girard College would agree unanimously that, if there were any question about boys' being sent out or not being sent out, our recommendations have been based rather on the side of leniency toward the boy; if called to account for our stewardship, we would be answerable for having kept boys here who should have been dismissed rather than for having dismissed boys who should have been continued in attendance.

The plan has been studiously carried out during the last year of extending increased freedom and opportunities for boys to exercise initiative and independent judgment in their comings and goings. Older boys particularly should have free choices in school. When they leave school, either for experience in the workaday world or for attendance on higher institutions of learning, they will be thrown upon their own resources, and must exercise free choice, determine what they will do with their leisure, and be responsible for their own lives. A little testing of their powers in these directions during the last years in school is greatly to be desired. Of the practice at St. Paul's



School, the Rector reports as follows in 1929: "Our system at St. Paul's welcomes unscheduled spaces. We recognize the pitfalls of leisure and free hours. While to fill a boy's time so completely that he will have no opportunity to get into mischief has been the avowed program of some successful schools, it is not ours. 'The soul is dyed the color of its leisure thoughts.' To abolish leisure is to impoverish character, for a person who is not useful and happy when free and alone, is not educated."

## CHAPEL SPEAKERS, 1929

- January 6—Dr. William T. Ellis, Journalist, Swarthmore, Pa.  
13—Mrs. Fadra Holmes Wilson, Department of Education,  
Southwestern State Normal School, California, Pa.  
20—Dr. Arthur E. Brown, Headmaster, Harrisburg Academy,  
Harrisburg, Pa.  
27—Mr. J. Willison Smith, Business Man, Philadelphia.
- February 3—Mr. Charles Brandon Booth, Regional Director, Big  
Brother and Big Sister Federation, Boston, Massa-  
chusetts.  
10—Mr. Henry F. Schwarz, Business Man, Philadelphia,  
Alumnus, Girard College.  
17—Mr. Russell Callow, Head Rowing Coach, University of  
Pennsylvania, Philadelphia.  
24—Dr. Alfred E. Stearns, Headmaster, Phillips Academy,  
Andover, Massachusetts.
- March 3—Mr. N. C. Hanks, Lecturer, Philadelphia.  
10—Dr. Richard Mott Gummere, Headmaster, William Penn  
Charter School, Philadelphia.  
17—Dr. James S. Heberling, Professor of Child Helping,  
University of Pennsylvania, Philadelphia.  
24—Mr. Joseph A. Davis, Superintendent of Household,  
Girard College.  
31—Mr. Samuel R. Boggs, Business Man, Philadelphia.
- April 7—Mr. Harold Barnes, Supervising Principal, Elemen-  
tary Schools, Girard College.  
14—Mr. A. Hunt Vautier, Business Man, Philadelphia.  
21—Dr. Cheesman A. Herrick, President, Girard College.  
28—Mr. Frank D. Witherbee, Superintendent of Admission  
and Discharge, Girard College.

- May 5—Dr. Rudolph R. Reeder, Director, The Marsh Foundation School, Van Wert, Ohio.
- " 12—Mr. Joseph M. McCutcheon, Business Man, Alumnus, Girard College, Philadelphia.
- 19—Mr. William O. Atwood, Engineer, Baltimore, Maryland, Alumnus, Girard College.
- " 26—Dr. J. Duncan Spaeth, Princeton University.
- June 2—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- 9—Dr. Samuel C. Schmucker, Educator and Lecturer, West Chester State Normal School, West Chester, Pa.
- 16—Dr. Calvin O. Althouse, Central High School, Philadelphia.
- 23—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- " 30—Mr. Charles E. Bowman, Teacher, Girard College.
- July 7—Mr. Joseph M. McCutcheon, Business Man, Philadelphia, Alumnus, Girard College.
- " 14—Mr. David A. McIlhatten, Teacher, Girard College.
- " 21—Mr. A. Hunt Vautier, Business Man, Philadelphia.
- " 28—Captain Howard Kirk, Attorney, Philadelphia.
- August 4—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- 11—Mr. Ferdinand H. Graser, Business Man, Philadelphia Alumnus, Girard College.
- " 18—Mr. Ellsworth E. Jackson, Business Man, Philadelphia
- " 25—Mr. Albert H. Schoell, Teacher, Girard College.
- September 1—Professor C. Addison Willis, Teacher, Girard College.
- " 8—Dr. Joseph M. Jameson, Vice-President, Girard College
- " 15—Dr. Cheesman A. Herrick, President, Girard College
- " 22—Mr. Henry V. Andrews, Teacher, Girard College.
- " 29—Dr. John L. Haney, President, Central High School, Philadelphia.
- October 6—Mr. Clyde Francis Lytle, Teacher, State Teachers College, Kutztown, Pa.
- " 13—Dr. Raymond I. Haskell, Teacher, Girard College.
- " 20—Dr. Roger W. Swetland, Headmaster, Peddie School Hightstown, New Jersey.
- " 27—Mr. John W. Leydon, Teacher, Girard College.
- November 3—Dr. John Wilkinson, Physician, Philadelphia.
- " 10—Mr. E. M. Wilson, Headmaster, The Haverford School, Haverford, Pa.
- 17—Mr. George A. Walton, Principal, The George School George School, Pa.

November 24—Dr. Wilson Farrand, Headmaster, Newark Academy, Newark, New Jersey.

December 1—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.

8—Dr. Cheesman A. Herrick, President, Girard College.

15—Dr. B. K. Wilbur, Physician, Bryn Mawr, Pa.

22—Mr. William Romaine Callender, Teacher, Philadelphia.

29—Mr. Arthur E. Fink, Student, University of Pennsylvania, Alumnus, Girard College.

In the working out of religious education at Girard College, we have first of all on the six week-days of each week the Chapel services, consisting of assemblies for Scripture reading and prayer, interspersed with singing, instrumental music, and declamations; on Sundays we have two Chapel services, one a general assembly of the whole College, and the other various meetings in smaller groups for Bible study and discussion of matters that are related to the lives which the boys are leading here or the larger interests which affect their thought and attitude. The list of Chapel speakers which is included in this report contains a few new names, but in the main it is made up of those who have served in former years and who have proved themselves effective in the service rendered.

The accompanying list of topics for Bible study and discussion on Sunday afternoons for boys ranging in age from thirteen to sixteen indicates the type of instruction which is given under that head.

## TOPICS FOR SUNDAY AFTERNOONS

1929-1930

Devotion—Ruth, who chose a new home.

Self-deceit—Saul, the king who did not govern himself.

Fidelity—David, the boy who was true to his trust.

Chivalry—David, the warrior who fought for others.

Friendship—Jonathan, the prince who was loyal to his friend.

Honor—David, the warrior who was loyal to himself.

Repentance—David, the king who triumphed over himself.

Friendship with God—David, the king who was loyal to God.

Divided Allegiance—Rehoboam or Jeroboam.

Loyalty to God—Elijah, the champion of true religion.

Loyalty to Righteousness—Elijah, the champion of justice.

Helpfulness—Elijah, the friend and patriot.

The Hebrews Among the Nations.

Faithfulness—Amos, the Herdsman Preacher.

Self-Dedication—Isaiah, the Statesman Preacher.

Confidence in God—Hezekiah, the king who trusted God.

Loyalty to Ideals—Josiah, the Reformer.

Self-Sacrifice—Jeremiah, the prophet who suffered to save his city.

Self-Reliance—Haggai, the man who roused others to work.

Thoroughness—Nehemiah, the Reform Governor.

Loyalty to the Faith—Judas, the Jewish warrior.

Brotherhood—Jonah, a prophet who learned the love of God.

Service—Esther, the queen who served her people.

Self-Mastery—Daniel, the young man who was true to himself.

Particular phases of these topics are assigned to individual boys for advance study, in preparation for their entering into the discussion. In all these activities we find a response by the boys themselves and an earnest interest in making their contribution to the success of the undertaking. The Sunday evening reports by older boys, either on Bible topics or on the lives of great religious leaders, have proved to be one of the most interesting and helpful forms of study being carried on. Indeed, those of us who are in contact with that work feel that no single service which is maintained in the College is more helpful than is that in which the boys participate actively by presenting reports and engaging in the discussions. In the same line, boys have been offered the opportunity to say grace at meals, each in turn. A selection of approved graces has been compiled, and the boys respond to this opportunity and coöperate in an almost ideal way. The list of approved blessings is as follows:

## GRACE BEFORE MEAT.

Father in Heaven, bless to us this day our daily bread, and may it strengthen us to do thy will. Amen.

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Father in Heaven, we ask that thou wilt bless this food to our use and our lives to thy service. For Jesus' sake. Amen.

---

Heavenly Father, make us thankful to thee and mindful of others as we receive these blessings. In Jesus' name. Amen.

---

Father, give us this day our daily bread, and help us to be contented with such things as we have. In Christ's name we ask it. Amen.

O Lord, we thank thee for this answer to our prayers for daily bread. May the strength which it brings be used in thy service. Amen.

Father in Heaven, strengthen our bodies with this food, our hearts with true friendship, and our souls with thy truth. For Christ's sake. Amen.

---

O God, who art mindful of our needs, help us to remember thee with grateful hearts and to serve thee with willing spirits. Through Jesus Christ, thy Son. Amen.

---

Our Father in Heaven, we thank thee for this food and for the mercies of this day. Sanctify all thy gifts to our use, bless our lives to thy service, and grant us the forgiveness of our sins. In Jesus' name. Amen.

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Plans for the increase in the number of boys in Girard College already consummated, or on the way, will force an early consideration of the question either of enlarging the present Chapel or of removing it and building a new one in its place. The enlargement program now in progress contemplates increasing the number of boys by more than four hun-

dred, thus bringing the number to nearly two thousand. A Chapel for the assembling of the College seems greatly to be desired. As has been said in former reports, a school should not be larger than its Chapel capacity. On the question of remodeling the present Chapel or building a new one, architects and supervising engineers can give a more satisfactory answer than can be given by educational administrators. Two years ago, when Professor Winslow, of Yale, made a survey of the buildings of the College with a view to improving the ventilation, he promptly said that the present Chapel was impossible of being properly ventilated or of being much improved in its ventilation. Probably, the present Chapel is the most inflammable building on the College grounds. Centrally located as it is, a fire there might result in serious consequences. Should a new Chapel be undertaken at Girard College, its planning and construction should be attended by a most careful study of school chapels both in this country and abroad. Some notable school and college chapels have been erected in America in recent years, including those at Mercersburg Academy, the University of Chicago, and Princeton University. Several school chapels have been built in the English schools in relatively recent years. If a new chapel is to be erected, we would no doubt want to include a set of chimes which would add a feature of interest not only to the College but to the whole section of the city lying round about the College.

## LIBRARY

The accompanying statistics indicate that the Library has had an active year, and that it has rendered a conspicuous service in the life of the College. Books have become an indispensable part of the lives of adults and young people. In our Children's Library boys of the primary school age are taught the use of books, and all the way along through the College they are stimulated to consult books for information in connection with their school studies and to read books as a pleasurable diversion. Bookish habits, therefore, become

part of the normal life of most Girard College boys.

Methods of teaching, particularly in subjects such as English, the social sciences, and general science, have been changed in recent years in Girard College, as elsewhere, so that reference collections of books are a necessity. Instead of an assigned lesson's being restricted to the mastery of a limited section of a text book, topics for investigation are given out, the boys preparing these topics by going to the Library and working up various supplementary materials which are available. This method cultivates a taste for books and a facility in their use. It also gives a capacity to do the sort of thing which will be required of boys after they take up their work in the outside world.

Miss Margarete Stieglmeyer, who served creditably as Assistant in the Library for three years, resigned in May because of the illness of her mother. For the vacancy thus created we secured in September the services of Miss Hazel Erchinger, who for one year had carried the work of Head Librarian during the absence of the regular head. Miss Erchinger's experience and her comprehension of our library problem equip her to render a large service in the Library activities of Girard College.

It is not too much to say that the ideal of the Library administration at Girard College is fairly that expressed by John Cotton Dana, late Librarian of Newark, New Jersey, and one of the foremost library administrators in America. Mr. Dana's motto was, "The worth of a book is in its use." His whole aim, which our Library administration is seeking to carry out, was to make books serve. To this end, books with us are put on the open shelves; they are distributed to instruction or section groups and to the Infirmary. In display and by legends and posters, books are made as tempting as possible. As thus actually taken out to the various buildings and branches of the work, books make an appeal from which it is impossible to escape.

Of the ideals of the Library, the Librarian herself can speak most authoritatively. Under this head, she writes: "The one thing which is ever old and ever new on the part of

the staff of this department is the desire to serve the entire College. It endeavors to express to each member of its clientele, adult and boys, that it exists for them. It cannot hope to fill many demands, such as for instance a university or large public library might supply, but it hopes to fill the ordinary human and cultural needs of its group. That this group shall continue to ask and to receive is the chief desire of the Girard College Library."

Concerning the Children's Room, the Librarian makes the following comment: "The children's room in particular affords a heart-warming experience. Every child who trudges happily away, his book under his arm, is furthering the work of building up good citizenship. The Librarian pleads for greater freedom in allowing the small boys to attend the Library individually during the recreational hours."

The Library is perhaps the most popular social center in Girard College. It also evidences a larger human interest than does any other branch of the College work. By means of bulletin boards and posters, current events, plays, lectures, and other matters of interest to the Girard College constituency are kept constantly before us. Exhibits are on display from week to week both in the Main Library and in the Children's Library. Stamp collections, minerals, Indian curios, photographs, picture postcards, rare books, manuscripts, and much else find display in exhibition cases. The boys are keenly interested, and bring a wealth of material from their own homes; in part this material is their personal accumulation, and in part it is loaned by their friends. The interest which has been taken in these exhibitions is so keen that there is at times a waiting list for weeks ahead.

On September first, the Head Librarian and the Children's Librarian returned from a year's leave, a large part of which was spent in Europe. The opportunity afforded of settling in some great art and cultural center and studying its libraries, museums, and picture galleries was a broadening influence to these librarians. Some one has remarked that what a foreign traveler brings back from a trip abroad is in large



measure determined by what one takes with him. The rich stores of material supplies, practical suggestions, and inspiration for their work which these librarians brought back can be accounted for only by the splendid preparation with which they went out.

The Librarian reports that one of the chief interests of the trip was a study of museums with the thought of a better display of the historical materials now preserved in the Directors' Room, the Relic Room, and the third floor of Founder's. Girard manuscripts of great historical significance are still uncalendared, and much material, valuable for the study of Girard's life and times, is unused. Some of this new material, particularly on the yellow fever service of Girard, evidences his constructive abilities and his devotion to the needs of his fellow citizens in ways that quite disprove the still too prevalent idea that Stephen Girard was a hard, grasping man, always exacting his pound of flesh.

To the most casual visitor, the display of the Girard household effects in the Relic Room is far from satisfactory. The refinishing and refurnishing of the Directors' Room have been so pleasing in their results that the members of the College staff earnestly wish to give a more adequate presentation to the personal effects of Stephen Girard. By means of a series of rooms reconstructed into the period of his life, the Girard furniture and personal effects could be arranged and displayed to show Stephen Girard as a cultivated and refined gentleman, living, among beautiful surroundings, a life which evidenced standards and ideals not usually attributed to him. Concerning the construction of the proposed Girard Museum, the Librarian comments as follows: "Not only would a museum as indicated above be a fitting memorial to Stephen Girard, but it would be a valuable contribution to a city already richly endowed in the historical field but not specifically in this direction. Therefore, from a sheer interest in the rare and beautiful, a plea is made for a proper display of our Girardiana. Toward the possibility of such a display the Librarian gave much thought during the visit to other countries. Such museums as the Gutenberg collection in Mainz

and others gave intimations of what might be done with the Stephen Girard collection, as particularly adapted to the rooms in the Founder's Building."

~ The museum above mentioned and a more suitable display or presentation of Girard's personal effects are dependent upon the removal of the Library from Founder's. All the space on the first floor of that building might well be given to a Girard museum, but at present the major part of the space is occupied by the Library, and the space is inadequate or unsuited for the Library's needs. In order to work out the future library plans satisfactorily and to do fitting honor to the Founder, a new library building seems imperative.

The building to be erected should not be large. Indeed there is not sufficient unoccupied space within the College enclosure to serve as an adequate setting for a large or costly building. A construction, which, in our opinion, should be designed to cost from \$200,000 to \$250,000 could be made adequate to the needs of the Library, and would relieve Founder's of the working collections and all the books save those which are definitely related to Stephen Girard. Recommendations of earlier reports are renewed for a further consideration of the plans for such a library building as is here mentioned.

# BOOKS CIRCULATED IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1929	Total 1928
Arts, fine.....	118	94	80	158	152	80	75		88	129	97	56	1127	1011
Arts, useful.....	147	82	115	77	112	51	105		140	157	135	49	1170	882
Biography.....	93	93	84	75	78	44	40		74	83	82	41	787	818
Fiction.....	1039	694	844	892	913	423	525		783	1039	789	473	8414	8671
General Works.....									2	3		1	6	
History.....	135	113	110	100	106	60	15		84	146	165	67	1101	1364
Literature.....	49	56	52	55	77	29	22		37	67	60	25	529	391
Philology.....		2	1	1		1			1	3	1	2	12	9
Philosophy.....											1		2	5
Religion.....	22	29	41	53	23	12	12		37	50	29	20	328	249
Science.....	168	63	111	105	133	61	43		100	110	89	56	1039	799
Sociology and education.....	364	352	381	382	362	196	221		424	476	461	217	3836	3088
Travel.....	48	41	58	65	79	60	43		60	69	68	25	616	432
Total—1929.....	2183	1619	1877	1963	2035	1017	1101		1831	2332	1977	1032	18967	17719
Total—1928.....	1950	1673	1926	1585	1743	501	854	502	1954	1990	2098	933		

Percentage of fiction circulated to boys in Children's Department, 1929.....43

Percentage of fiction circulated to boys in Children's Department, 1928.....49

## ATTENDANCE IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1929	Total 1928
	2153	1508	1561	1791	1909	1687	919		1770	2232	1892	1536	18958	19238

# BOOKS CIRCULATED IN MAIN LIBRARY 1929

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1929	Total 1928
Arts, Fine.....	148	102	132	145	103	56	65	31	141	149	121	101	1,294	1,265
Arts, Useful.....	130	149	165	160	136	68	52	18	143	184	129	88	1,422	1,203
Biography.....	83	76	99	111	126	59	71	41	106	141	122	95	1,130	1,039
Fiction.....	1,488	1,158	1,110	1,089	1,102	885	994	686	1,760	1,762	1,544	1,218	14,796	14,201
General works.....	8	5	4	5	9	0	9	0	4	8	6	11	69	74
History.....	102	111	95	89	81	74	43	17	125	134	110	53	1,034	1,104
Literature.....	168	178	199	219	176	172	67	42	250	293	290	183	2,330	2,330
Periodicals.....	723	661	757	785	672	531	64	26	361	795	661	448	6,473	6,216
Philology.....	2	17	9	5	7	7	5	5	7	6	12	4	81	59
Philosophy.....	37	31	19	32	43	31	18	21	39	68	35	35	406	287
Religion.....	18	19	17	21	7	4	5	7	15	21	97	41	144	176
Science.....	72	70	83	99	88	43	17	21	63	82	140	92	1,117	827
Sociology and Education.....	94	87	113	83	96	87	39	34	86	166	140	92	1,117	1,111
Travel.....	52	48	44	32	54	44	19	5	39	64	62	42	505	504
Total—1929.....	3,125	2,712	2,846	2,875	2,700	2,048	1,463	964	3,139	3,870	3,348	2,413	31,493	30,418
Total—1928.....	2,878	2,803	2,935	2,622	3,017	1,667	1,134	1,015	3,058	3,589	3,462	2,218		

Books circulated to adults in Main Library, 1929..... 12,542

Books circulated to boys in Main Library, 1929..... 18,961

Books circulated to boys in Main Library, 1928..... 18,134

Percentage of fiction circulated to boys in Main Library, 1929..... 60

Percentage of fiction circulated to boys in Main Library, 1928..... 61

Pamphlets circulated, 1929..... 108

Pamphlets circulated, 1928..... 185

## ATTENDANCE IN MAIN LIBRARY

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1929	Total 1928
Teachers.....	194	226	253	268	232	206	267	115	333	291	217	167	2,787	2,538
Boys.....	4,973	3,637	4,154	4,193	4,360	4,151	2,194	1,414	4,671	5,301	5,015	4,204	48,267	45,049
Total, 1929.....	5,167	3,863	4,407	4,461	4,592	4,357	2,461	1,527	5,004	5,592	5,232	4,271	51,054	
Total, 1928.....	4,589	4,594	4,793	4,068	4,673	3,229	1,815	1,598	4,350	5,157	5,126	3,595		47,587

## SUMMARY OF LIBRARY STATISTICS

The following statistics for the year 1929 present a summary of the work of the entire Library, including the Children's Department.

Book circulation according to classes :

	1929			1928		
	<i>Main Children's Total</i>			<i>Main Children's Total</i>		
General works .....	69	6	75	74		74
Philosophy .....	406	2	408	287	5	292
Religion .....	144	328	472	178	249	427
Sociology and Education...	1117	3836	4953	1111	3088	4199
Philology .....	81	12	93	59	9	68
Science ....	776	1039	1815	827	799	1626
Useful Arts .....	1422	1170	2592	1203	882	2085
Fine Arts .....	1294	1127	2421	1285	1011	2296
Literature .....	2246	529	2775	2330	391	2721
History .....	1034	1101	2135	1104	1364	2468
Travel .....	505	616	1121	504	432	936
Biography .....	1130	787	1917	1039	818	1857
Fiction .....	14796	8414	23210	14201	8671	22872
Periodicals .....	6473		6473	6216		6216
<hr/>						
Total .....	31493	18967	50460	30418	17719	48137
Grand total .....			50460			48137
Total Attendance .....	51054	18958	70012	47587	19238	66825
Grand total attendance..			70012			66825
Sociology and Education showed an increase in circulation of.....						754
Useful arts showed an increase in circulation of.....						507
Fiction showed an increase in circulation of.....						338
Periodicals showed an increase in circulation of.....						257
Science showed an increase in circulation of.....						189
Travel showed an increase in circulation of.....						185
History showed the only decrease in circulation.....						333
The largest number of books was issued in October..						6202
The smallest number of books was issued in August.....						954
The total number of books added to the Library was.....						2129

Books were added to the Library in 1929 as follows :

General Works .....	40
Philosophy .....	30
Religion .....	35
Sociology and Education.....	277
Philology .....	27

Science .....	88
Useful arts .....	139
Fine arts .....	111
Literature .....	201
History .....	97
Travel .....	111
Biography .....	117
Fiction .....	764
Periodicals (Bound volumes) .....	84
Total number of volumes added to the Library in 1929.....	2129
Total number of volumes added to the Library in 1928.....	2396
Total number of volumes discarded in 1929.....	204
Total number of volumes discarded in 1928.....	351
Total accessions .....	39580
Total approximate unclassified .....	6293
Total discard and loss .....	6658
Total approximate number of volumes.....	39215

## HOUSEHOLD

The household life of Girard College boys is a school of practical democracy, where classroom lessons and ideals may be put into practice. The establishment of coöperative relationships and coordinate effort between the household and school activities is one of the most difficult and at the same time one of the most desirable arrangements in the administration of the College. The Vice-President, who naturally approaches the question from the school side, discriminately says that nothing could be of greater value in the work of the College than a better understanding of the inter-dependence of the school and household effort in our educational endeavor. This understanding is all the more difficult because of the changes which inevitably come in both house and school personnel.

At the most, our boys spend six hours a day under the supervision of the schools. The other eighteen hours a day are spent in activities which are stimulated and directed largely by the officers of the household. The school in a large measure depends upon the life which the boys lead under the direction of the household. Lessons must be prepared and the independent, self-directed effort of the boys carried forward when they are in the care of the household.

Girard College can scarcely take the position that we are merely to furnish the opportunities for education and that a boy may make use of or disregard these opportunities as he will. As was said by Rousseau, the real art of the teaching process is in giving a desire to learn. It has often been said of pupils who are unresponsive, and show a disinclination to learn, that their teachers have a responsibility like that of the caretaker of a horse, who according to a saying long current, may lead the horse to the water but cannot make him drink. Modern education, however, goes a step further and adds to the duty of taking the horse to the water that of creating a thirst.

The stimulation of a desire to learn is not only a school but also a household obligation. The attention to the preparation of lessons and the follow up of assignments in the schools comes back to the household officers in much the same way that similar duties rest upon parents in the home. First of all, the household officer must be watchful of his boys and be prompt to discover those who have fallen behind and who need stimulating to extra duty and redoubled effort until they catch up in their work. Boys who are promoted conditionally call for special consideration by the household officer. As the Superintendent of Household reports, more boys are removing their conditions at the first re-examination in the new term, and already the ideal of not having conditions is becoming a part of the house loyalty in each group. Graphs which represent the statistical information on the number of conditions in individual houses are prepared and posted on the bulletin boards of the houses. Boys who have fallen behind in a given term or who have incurred conditions from a preceding term receive special attention from their housemasters, some of the free time being utilized which other boys devote to social intercourse, discursive reading, or recreation.

The household care and supervision of our boys can not receive too careful attention. Section I is the only group remaining with more than forty boys assigned to the care of a single officer. That section still continues with the old arrangement of seventy-two boys under one housemaster. This

arrangement would be undesirable for any group, and is the more undesirable from the fact that Section I has boys from thirteen to fifteen years of age, who are in the early adolescent period. To add to the disability for Section I, that group has had for the past two years the least satisfactory section room arrangements and the most undesirable dormitory provisions in the College. As this report is being prepared, plans are in progress for the sub-division of Section I into two sections of thirty-six boys each, and the securing of an additional room for this section in what was long the reception parlor in the northeast corner of Lafayette Hall. The changes mentioned will contribute to better conditions for this section, but adequate provision for it can hardly be made in advance of the reconstruction of Banker Hall, at which time new assignments for section rooms, baths, lavatories, and dormitories will be provided for this group of boys.

The old rule in boarding schools was for boys to be against the order of the place. The attitude of young people in attendance on these schools was like that of an immigrant who, after he had landed at Castle Garden, inquired whether there were a government in this country, adding that if there were he was against it. But in recent years, both in America and in England, there has been a marked change in the attitude of boys toward the management of their schools. This seems to have been brought about largely by the school's enlisting the interest of the boys and directing their activities.

First of all it should be recognized that a boy is a bundle of energy. If the school administration sets out to suppress and oppose the restless activity of boys, there will very promptly come an impasse between the school authority and boys, but if, on the other hand, the school management recognizes that this restless energy exists, and appeals to it, challenging its interest, arousing its curiosity, and directing it to some useful purpose, then this power is being harnessed and turned into channels where it will do useful work. The Headmaster of St. Paul's School, in his annual report for 1928, wrote as follows: "One is impressed by the increasing docility of school boys. Comradeship with masters and helpful cooperation of



Sixth Forms produce it. Autocracy has gone; martinet severity has gone. There is no rule without a reason. Older boys, circulating throughout the group, explain the moves of the administration, so that, although every act may not be commended, most rulings are trusted as just. This docility, while proving an immense convenience, ought not to lure school managers into a benevolent despotism. It should encourage us, the rather, to offer new liberties and to take the risk of removing restraints. Does the boarding-school boy develop self-reliance and self-direction, or is he merely a smiling trusting disciple of the schedule? The future alone can tell."

In this new method of appeal, boys should be led to make their own discoveries and find their own light and leading. In Rousseau's educational classic *Emile*, the teacher is cautioned against the giving of precepts ready made. Instead, he is advised to so shape his educational processes as to allow children to discover precepts for themselves. Mansbridge, who has had a large influence in the democratizing of education in England, lays it down as fundamental that it is impossible to run a democratic community, school or otherwise, without a reasonable proportion of the individuals in this community developing their minds by applying them to the phenomena with which they are dealing. If boys are taken into the counsel of the school management and are treated as rational human beings, there is the possibility that the public sentiment of a school can be led to support the school administration. Indeed, many schools in England and America now are practical demonstrations of a change in attitude from one of hostility towards the school organization to an attitude of coöperation. Writing on this in his recent book *The English Tradition of Education*, Dr. Cyril Norwood, of Harrow, says: "The main cause (of this change in attitude) has been a complete change in the spirit of the relations of masters and boys, and a return to the obscured and forgotten tradition that education is concerned with the right use of leisure."

Boys can be appealed to for the establishment of ideals and the creation of a sentiment which is as a rallying call for better things. A recent code for youth which appeared in

*Collier's Magazine* was, late in the year under review, printed in the *Girard News* and on cards which were given general distribution. Such appeals, we believe, are a challenge for new standards of conduct.

## A CODE FOR YOUTH

If I want to be a happy, useful citizen :

First, I must be brave. This means that I must be brave enough and strong enough to control what I think, and what I say and what I do, and I must always be hopeful because hope is power for improvement.

Second, I must act wisely. In school, at home playing, working, eating or talking, I must learn how to choose the good and how to avoid the bad.

Third, I must make my character strong. My character is what I am, if not in the eyes of others, then in the eyes of my own conscience. Good thoughts in my mind will keep out bad thoughts. When I am busy doing good I shall have no time to do evil. I can build my character by training myself in good habits.

Fourth, I must make my mind strong. The better I know myself, my fellows, and the world about me, the happier and more useful I shall be. I must always welcome useful knowledge in school, at home, everywhere.

Fifth, I must be truthful and honest. I must know what is true in order to do what is right. I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest I cannot have self-respect.

Sixth, I must make my body strong. My eyes, my teeth, my heart, my whole body must be healthful, so that my mind can work properly. I must keep physically and morally clean.

Seventh, I must use my strength to help others who need help. If I am strong I can help others. I can be kind, I can forgive those who hurt me and I can help and protect the weak, the suffering, the young and the old, and dumb animals.

Eighth, I must love. I must love God who created not

only this earth, but also all men of all races, nations and creeds, who are my brothers. I must love my parents, my home, my neighbors, my country and be loyal to all these.

Ninth, I must know that there are always more things to learn. What I may know is small compared to what can be known. I must respect all who have more wisdom than I, and have reverence for all that is good. And I must know how to obey and whom to obey.

Tenth, I must do all these things because I am accountable to God and humanity for how I live and how I help my fellows, and for the extent to which my fellows may trust and depend upon me.

In the list of activities which have appealed to the constructive effort of the Girard College boys in the present year are a large number of clubs directed to purposes in which the boys find special interests. Through these there have been many appeals to the activities of boys and attempts to guide their interests into constructive action. With interest aroused and enthusiasm created there is practically no limit to what can be done in stimulating the conduct of boys along right lines. President Morgan, of Antioch College, has lately used a phrase not inappropriate. There is what he terms "The viscosity of human nature." The illustration he uses is taffy candy or cold tar, which by moderate pressure for a long period can be molded to almost any shape or form. Under sudden pressure these substances will resist changes of shape, and if the pressure is sudden enough they will be found to be brittle as glass. This quality of resisting sudden pressure and of giving way to pressure moderate and long continued is viscosity. Human nature, President Morgan well says, has the quality of viscosity to a high degree. One who would mold and shape life and bend the will of others to his own will must be patient. Education is shaping and forming the plastic mind. Those who have large success in education have had the patience to work slowly, using the art of skilful manipulation to form gradually the minds of those whom they would train.

It has long been the belief of those who are directing the policies of Girard College that the way to make boys into gentlemen is to treat them as gentlemen. Bishop Francis J. McConnell, after he had become a great leader in the church, told of the influence in his life of his first meeting with Dr. Bancroft at the Phillips Andover Academy. At the close of the interview, Bishop McConnell said that Dr. Bancroft raised his hat and with a courtly politeness bowed to him, then a seventeen-year-old boy. At first, the boy McConnell was not able to understand this conduct of the distinguished educator, but he said there gradually grew in him a new feeling of respect for himself and a sense of dignity which has been life long.

Much finds its way into the public print at present on the degeneracy of the youth of today. The officers of Girard College subscribe unqualifiedly to the statement that the youth of today as they are here met and dealt with are more responsive, more coöperative, better behaved, more studious and altogether more promising for the future of America than were the youth of five, ten, fifteen, or twenty years ago. Certainly, the least that the present age can give to these young people in our schools who are to bear the responsibilities of tomorrow is a vote of confidence and an opportunity to make their contribution to the activities of which they are a part. As we challenge and guide the activities of the youth of today, so shall we form and determine the manhood of tomorrow.

## PLAYGROUNDS AND RECREATION

The Supervisor of Playgrounds and Recreation reports that the recommendations of the National Physical Achievement Standards Committee were followed during the past year with results entirely satisfactory. The athletic tests which have been made at Girard College indicate that our boys are somewhat above their age classification. With a continuance of the present plan, further high scores may reasonably be expected.

The aim has been during the past year to engage as largely as possible in democratic athletic games. In addition to base-

ball, soccer, basketball and track competition, all of which are popular and make a large appeal, more than seventy other varieties of athletic contests have been engaged in by boys of high school age. Still other contests have been adapted to the younger boys. This plan will give boys a large acquaintance with various forms of athletic competition which may be followed after they leave the College.

The frequency with which men of athletic prowess have succumbed to the undermining effects of sedentary life after leaving school or college has raised the question in many quarters as to the possible injurious effects of athletic games. The real meaning of these facts would appear to be not that there is harm in athletic games but that great harm comes from the discontinuance of these games and the failure to keep up any form of systematic exercise. The effort to democratize our athletic competition in Girard College is directed toward giving a taste for sports and furnishing every possible advance inducement for continued participation in later years.

A cement tennis court has been installed on the north playground, with raised margin, water supply, and drainage so that in cold weather the court can be flooded and used for ice skating and sliding. By the possibilities of this double use of the space, our play area can be made to serve almost continuously throughout the year. The advantages of the type of tennis court constructed on the north playground point to the desirability of constructing one or more similar courts on the west playground and elsewhere within the College enclosure. Additional play space will be furnished in the center area surrounded by the new houses at the west end of the grounds. This area will have at its front wading pools and spaces for sand boxes for the younger boys. Wholesome recreation out of doors will thus be furnished to the boys who are just coming into the College.

The publication of a report on college athletics by the Carnegie Foundation for the Advancement of Teaching during the past autumn has aroused a good deal of discussion on this subject, both in schools and colleges. The net results from the

discussion would seem to be that there is a belief in the unquestioned physical and moral value of competitive athletics. There is also an obvious danger from over-indulgence in these activities,—the conversion of athletic effort into what has properly been termed a type of professionalism. The whole matter comes down to a question of what is to be given the foremost place in the thought and life of a school. If the interest of the administration and the student body in athletic competition is allowed to outrun the interest in the scholastic activities of the school, then there is developed a condition characterized by Woodrow Wilson, when he was President of Princeton, as "The side show swallowing up the main circus." Athletics and recreational activities have an unquestioned contribution to make at Girard College due to the fact that boys are with us for twenty-four hours of the day and seven days in the week, but even here athletics would defeat their great end if the interest in them were allowed to outrun the interest in securing an education, which is the main purpose for which boys are received into the College.

To those of us who are in daily contact with the life at Girard College, the most gratifying phase of our athletics continues to be the competition among our own boys. House games, playground competitions, and other forms of rivalry have gone on during the past year as before. Three major sports are continued in the house games, they being soccer football, baseball, and basketball. A series of competitions in minor sports is continued in the various seasons of the year, the sports including track, tennis, swimming, volley ball, rabbit ball, hockey, and gymnasium competition. House cups are awarded to the winners of the three major sports. A record is kept of the results from first and second team competition in the various other branches of sport, and after this has been carefully calculated and totaled a trophy in the form of a shield is to become the permanent possession of the house winning the greatest number of points in a given year. During the past year, as in the two years preceding, the most closely contested and exciting games played at Girard College have been the deciding contests in

house competition. With first and second teams in the various branches of sports, as above enumerated, there is the opportunity to bring the larger number of our boys into competitive sport and thus to give them some of the zest that comes from playing games.

The school teams have been strengthened by the training which boys have received in the house teams. The rule has been continued of not allowing members of the school teams to engage in house games. By this arrangement, a boy looks on his being selected for one of the school teams as a recognition of his ability.

As the school teams have shown improvement we have steadily extended the competition in which these teams have engaged. In the major sports most of our games have been with the high grade private school teams, including such schools as Hill School, William Penn Charter School, Germantown Academy, Chestnut Hill Academy, George School, and Westtown Boarding School. In soccer football we have in part gone above the school level so that we may have stronger competition. During the fall soccer games were arranged with the second teams of several colleges in this territory, including Swarthmore, Haverford, and the University of Pennsylvania.

Mr. Ellis A. Gimbel served as host to our baseball team during the summer. As in former years, Mr. Gimbel arranged a competition at the Philmont Country Club between a baseball team representing Girard College and a team representing the Jewish Orphanage in Germantown. The College continued its habit of former years by winning the game, this time by a score of seventeen to five. An important event occurred in September when Mr. Gimbel came to present a cup, bringing with him a half dozen players of the victorious Athletic Baseball Club. The Girard boys were greatly delighted to have at a morning assembly such celebrities as Miller, Foxx, Dykes, Boley, Haas, and Mr. Thomas Shibe, the President of this Club. The College has now assembled a goodly number of cups which Mr. Gimbel has annually presented for baseball victories.

nection with Boy Week in 1929, both in athletics and in exhibitions representing boys' hobbies. In all, a dozen prizes were secured from this competition. The great value in all of these activities is the new interest it gives the boys,—it takes them out of themselves and the limited contact which they have within the walls of Girard College; it gives them social interests and stimulates their activity in wholesome and helpful forms of recreation. The Boy Week interest is valuable to a boy who lives in his own home; it is doubly valuable to a boy who grows up in such a place as Girard College.

The use of the moving picture machine has been uninterrupted. Two new machines were secured, making it possible for the showing of pictures to be practically continuous. The Senior Playground Teacher has continued the supervision over this branch of the work. The limited supply of moving pictures that do not have the sound or speaking feature has presented a problem that challenges our careful thought. Increasingly the speaking picture will probably supplant the earlier type, and it is not unlikely that we shall be forced to put in the mechanism and apparatus necessary for exhibiting a speaking picture in order to get satisfactory films for exhibition purposes.

The interest in radio, photography, and airplanes has continued unabated. Boys are given to hobbies. These special interests and other forms of hobbies are converted into club activities and are made the center for widely diversified fields of effort. The Library has given helpful aid in the development of these special interests. Whether the appeal is natural history, postage stamps, postcards, autographs, or something else, boys get a lot of pleasure out of pursuing that to which they have set themselves, and the great advantages of interests of this sort are that they give a wholesome attitude towards life which may be useful in the future, and they furnish an outlet for the restless enthusiasms of growing boys.



## HOUSE SYSTEM

We have now completed upwards of two years' use of the Dining and Service Building and the house units made to fit the capacity of the dining rooms of this building. The houses have been gradually improved, and as boys have continued to live in a single house they are more and more coming to look upon the house in which they live as their home for the time being. They feel that they are identifying their life interests with the interest and welfare of the house, and altogether the attachment which we had hoped would be formed between the boys and their fellows and between boys and their house-masters is beginning to be evidenced.

The house system as carried on in Girard College assigns a boy to a given house for the last four years of his residence here. This house assignment necessitates that boys of varying ages live in the same house, and it affords the opportunity for the older boys to influence and direct in the upbringing of the younger boys. This arrangement creates some problems, but its advantages so far outweigh its disadvantages that after having given it a trial for two and one-half years the staff of the College would be very reluctant to go back to the former method of house care in which boys were each half year assigned to a new house section. The social contacts which come from the more diversified grouping made the house system effective from the start; the great advantage of the house system to our boys is from their living a life which more nearly approximates the normal home life outside.

Recently the desirability of the house system has been recognized by several higher institutions of learning. Harvard and Yale have each received approximately \$12,000,000 as grants for inaugurating house systems. Professor Whitney, of Harvard University, lately gave an account of the house system as it is being introduced at Harvard and Yale, as a means of mitigating the evils of large numbers in the modern college. In connection with this, he said, "Harvard College as an individual entity has ceased to be." In the same way, he held that class organizations have virtually ceased and that house organizations will come in as smaller groups to take the places of

these other forms of organization which have become so large as to be unwieldy and ineffective. Under the Harvard system a house is defined as an academic society from which there will flow correlative results in the development of character, the cultivation of social graces, and the incidental gains from contacts between various students and between members of the faculty and students who live in the same house.

To the house experiment mentioned above, Yale is adding still a further step in the direction of integrating its student body and making its educational system more general. This is known as the School of Human Relationships, in which there will be an attempt to have less specialization and segregation, and a larger cultivation of the human factors in university life. All of these plans have been prompted, we believe, by the thought which lay back of the undertaking of the house system at Girard College in the autumn of 1927. These changes are all in conformity with the long existing practice in English universities, colleges, and schools.

As we have gone forward under the house system, it is clear that the problems of discipline have lessened. The younger boys are brought along by the example and influence of the older boys; the upper members of the house do have a feeling of responsibility for the morale of the house and the conduct of the younger members of their group. The President of Stevens Institute recently said that the great aim of the management at Stevens is "to have the seniors help in educating the freshmen." It is interesting to note that for long at Vassar College the freshmen and the seniors have been quartered in the same hall in the hope that the seniors might exercise a guiding and helpful influence in the education of the freshmen.

The most forward step in the development of the house idea in Girard College was taken just at the close of the year under review with the occupation of the six new houses at the west end of the grounds. These houses have been under construction for a year and a half, and their completion enables the College to realize a long deferred hope. These houses are tolerably complete, each in itself, and each will accommodate comfort-

ably from twenty-five to thirty boys. A central kitchen will afford the advantage of economy in the purchase and preparation of foods and materially lessen the problems of administration. By means of tunnel communication and dumb waiters, the food can be supplied to serving pantries where there are steam tables, warming ovens, refrigerators, and other appliances necessary to care for the food and serve it in proper condition. In the main, however, the provisions necessary for the home life of the boys are all supplied in their individual houses. Large playrooms are furnished in the basements of the houses; living rooms, dining rooms, dormitories, lavatories, shower baths, and other necessary appointments are included. The houses have finished up beautifully, and furnish most attractive living quarters for the younger boys. Each house will have a governess and the necessary domestic helpers, and caretakers.

To those who knew the earlier conditions at the southwest corner of the grounds, it will not be necessary to mention the fact that these houses occupy the space formerly occupied by a stable, a garage, greenhouses, cold frames, an incinerating plant, and various storage corners for refuse and odds and ends of material which were kept in the hope that they some day might prove useful. All of these appointments have now been moved outside of the College enclosure, and from being the most unsightly and unattractive portion of the grounds the area above mentioned has come to be the "show place" of the College. An impressive tower with an arch underneath has been constructed at the bottom of the main road, and this gives a finish to that end of the grounds which is visible from Founder's. Altogether these houses have set a new standard in Girard College.

These houses will enable us to take the young boys who are being received into the College and give them, under the cottage plan of organization, a treatment which will make their coming to Girard College much less of a wrench in their lives than would be the case were they to enter under the old system. Repeatedly alumni have testified to the anguish of soul from their earlier experiences when they were assigned to the

congregate method of living in such a big and rather forbidding place as Girard College then seemed to them. Under the house system the boy who is received will live with his own small group, cared for by a sympathetic, kindly-disposed house mother, who will induct him into the life at Girard College without the unhappiness which seems to have been quite common with boys received under the old system. As we take stock of recent tendencies, we feel that we are quite safe in saying that the completion of the Dining and Service Building in September of 1927 was the greatest advance which Girard College had made in recent years; and it is not too much to hope that the completion and occupation of the six houses at the southwest corner of the grounds will make as great a contribution, or a greater one, to the improvement of the methods in Girard College.

#### SUMMER CAMP

The most far reaching event of the year at Girard College was the purchase of a camp site in the Poconos. Even a cursory observation of the needs of the College indicated the desirability of some change in the summer for the five or six hundred boys whose mothers live in Philadelphia, or who have no other suitable vacation arrangements open to them. An observation of the College for a single summer disclosed the need for some country base of operation, and the recommendation for a camp or farm was made in the President's Annual Report for 1910. A similar recommendation was made in some form in every Annual Report from 1910 to 1929. At one time we seemed on the verge of securing a camp or farm, but decision was deferred and attention was directed to other matters. The latter part of 1928 and the first half of 1929 were given to new considerations of the plans for a summer camp, with the result that we decided in favor of the Pocono Mountain region and selected a tract of five hundred and thirty-one acres, located on the boundaries of Monroe and Pike Counties, almost directly north of the City of Stroudsburg and about east of Cresco. The location of the camp and the various roads leading to it are shown on the accompanying map.





A proposal for the purchase of the tract above mentioned and a certified title to the property were submitted to the Judges of the Orphans' Court, and the requisite authority was given for the purchase. Delays followed in completing the transfer, preparing specifications for buildings, water supply, drainage, and so forth, and in securing bids so that the issuing of a contract for the construction of the camp was not made until the tenth of June. The firm of Rake and Son of East Stroudsburg was the lowest bidder, and proved to be efficient and competent. Although the ground was not broken until June 10, by August 10 the camp was sufficiently advanced to be occupied. In brief, the plans included the erection of adequate dining room and kitchen accommodations, a recreation hall, and sleeping huts for one hundred and fifty boys and the necessary counselors and caretakers. In conjunction with the kitchen, a boiler of sufficient size was provided for hot water for camp needs, including facilities for bathing. The cost of bringing in electricity proved so great that it seemed wiser to install our own electric light and refrigeration plant. A well had to be drilled for the water supply and a system of drainage and sewage disposal installed. The site chosen for the camp proved to be admirably suited for drainage and sanitary provisions, and the whole plan worked out satisfactorily.

Through the camp property runs a mountain stream which has been impounded; it forms a small sized lake which is admirably adapted for boating and swimming. The larger part of the tract is in first growth forest, with good sized trees, underneath which is a plentiful growth of mountain laurel. The camp has been surveyed for boundary lines, the corners have been clearly marked, and paths for the boundaries cut through the woods and underbrush.

One camp problem was the securing of telephone service. No public telephone was within eight miles of the buildings, and a special line had to be run this distance in order to establish a base of communication. The interest of the Bell Telephone Company of Pennsylvania and its subsidiary local service resulted in our securing a telephone shortly after the

camp was opened, and with the telephone the physical needs of the camp seem fairly to have been met.

The camp was ready for occupancy on August 10, and in the remaining three weeks of August three groups of boys were taken there, each for one week. This plan gave all of the boys who were left in the College and who had not had some vacation otherwise last summer an opportunity to occupy the camp and to get a change in the routine of their lives.

The camp was placed under the superintendency of Mr. Archibald Ralston, Senior Playground Teacher in the College. A physician was secured as a camp counselor and the general arrangements for the summer were carried into effect with the College as the home base. Experienced camp counselors were appointed to aid Mr. Ralston, including Dr. Abraham Cantarow and Messrs. Herbert W. Horner, Robert A. Livingstone, and Ralph B. Secor. Dr. Cantarow is a graduate of the Jefferson Medical College and served two years as an interne at the Jefferson Hospital, following which he took up the practice of medicine in Philadelphia. He proved to be a competent and helpful factor in the camp work. The other three men mentioned as counselors are college graduates who have had experience in summer camps. Mention should also be made of the service of numerous members of the playground and household staff of the College, including Raymond L. Burkley, Alford G. Otto, Benjamin F. Severy, and Robert P. Waterhouse.

The approved methods of camp life were followed out, even during the brief period allowed for occupancy in 1929, including a daily routine of service required for the maintenance of the camp, hiking, games, swimming, story telling, "stunts," and evening camp fires.

The three weeks in the camp during the past summer were regarded as experimental. The water system, bathing arrangements, kitchen service including refrigeration, drainage, and sewage disposal, lighting, telephone service, and securing of supplies were tried out, and in general they were found to be adequate and satisfactory.

In all of the camp plans and construction, the College had



the services of Mr. John L. Westbrook, Engineer and Surveyor of Stroudsburg and County Surveyor of Monroe County. Mr. Westbrook has had a large experience in the laying out of camp properties in the Pocono region, and is also familiar with all phases of camp construction work. First of all, he made an accurate survey of the camp property as a whole. Following this, he made a further survey and a layout of the proposed construction work at the camp headquarters, and continued in an advisory capacity as we went forward in the development of the camp project.

After the camp layout had been completed, and the plans embodied in blue prints, copies of these were sent to the State Department of Health in Harrisburg for approval as to sanitation, water supply, and other features. The Department of Health referred the inspection to its District Engineer, Mr. L. D. Matter of Wilkes-Barre. Mr. Matter made numerous visits to the camp site, and gave suggestions on how we could better provide for the future development of the project in the event of enlargements in our camp undertaking. At the end of the summer's experience, during which Mr. Matter had made numerous visits and inspections and had observed the way the camp had worked out, we requested from him a statement as to the camp operation and any further suggestions which he might have looking to the improvement of the plans. The reply of Mr. Matter is a gratifying endorsement of our summer camp idea and the improvements which have been installed on it. Mr. Matter reported as follows:

"I have your letter of September 19th requesting my opinion of general conditions at the Girard College Camp and wish to advise as follows:

"Our main purpose in inspecting summer camps each year is to check up on sanitary conditions and where necessary give advice leading towards the improvement of conditions. For this reason we spend most of our time on the water supply systems, sewage disposal systems and other matters pertaining to sanitation.

"At the Girard College Camp you have taken care of the water supply system in a very satisfactory manner, in that,

you have a drilled well located at a spot which will not be influenced by the camp. Furthermore, you have provided storage so that there should be ample water at all times. Analyses made of water from this well have shown it to be of satisfactory quality.

"Your sewage disposal system was designed to have sufficient capacity to take care of more than the number of campers which attended this year. This is as it should be, for it is to be expected that camps will increase in size. Fortunately the soil conditions at your camp are unusually favorable for the type of sewage disposal selected, and for this reason we do not believe that you will have any trouble with the disposal of sewage.

"The shower house and toilet building are strictly up to date and satisfactory. Should you desire later to install a wash house, the present sewage disposal system will handle the additional sewage very readily.

"The camp site is situated on a slight elevation overlooking the lake. The camp is exposed to the sunlight, a condition which is often overlooked. Sunlight is our best friend in keeping the camps dry during rainy seasons. Furthermore, the soil conditions under your camp are very favorable and at no times should you be bothered with a muddy camp.

"The lake is of sufficient size for one camp but not large enough for two. We understand that you own all of the land around the lake and can prevent the establishment of other camps on this body of water. The lake could be improved by removing the stumps from the watercovered area. Furthermore, it might be found advisable to construct control works at the outlet of the dam so as to maintain the water level at any desired depth.

"The buildings are strictly modern although they are not of such refinement so as to defeat the average boy's conception of 'roughing it.' Your kitchen equipment is especially fine.

"Taking everything into consideration, I wish to commend you for the excellent camp you have established. It gives us a model to which we can direct others. Naturally as years go

by you will want to make improvements and additions. These I am sure will be taken care of as need arises."

Looking forward to the forthcoming summer and the years which are to follow, we are led not unreasonably to expect that six hundred boys may be taken to the camp in four groups of one hundred and fifty each, each group for a period of two weeks. Two weeks will break the monotony of life in Girard College, and will give boys a freshening up so that they can come back and spend the rest of the summer and go into the new year with improved health and reinvigorated spirit. Girard boys are not different from other boys or adults. To live under the same surroundings, and on the dead level of no change in contacts or outlook, means a monotony which is depressing.

The regulation established is that boys who go to the summer camp will not be permitted to go elsewhere for their vacations. Under the circumstances, it is quite to be expected that the boys who have the opportunity to go to the homes of their families and friends in the country, or boys who have the opportunity for employment during the summer, will scarcely want to spend six weeks of the summer vacation at Girard College in order to get the two weeks at the summer camp. In other words, the summer camp is designed for those boys in Girard College who have no other prospect of getting away from the College enclosure for a part of the summer, and it is our belief that the regulations stipulating that four groups of one hundred and fifty boys each will provide, for a goodly number of years, for the boys who do not leave the College for a whole or a part of the vacation. Should the numbers for the summer camp exceed the present facilities, there are other sites on the tract which might be utilized for camp purposes.

Not only does the summer camp furnish the opportunity for recreation and relief from the tedium of living in the same place and under the same conditions the year round, but it affords also an unusual opportunity for training. An English headmaster who had had experience with summer camps in connection with his school, made the observation, "Camp is life with the lid off." The same man felt that a summer camp

was more than mere recreation. After experience this man was convinced that, if a summer camp is organized solely for the sake of giving boys a good holiday, the labor of organizing it is barren and the undertaking is fruitless. In other words, a summer camp affords an opportunity to teach the basal lessons of life. Perhaps more than in the regular term time, the camp enables a school to teach lessons of conduct, the relation of boys to their fellows and officers, and a better appreciation of correct relations with nature.

The officers of the College rose in a splendid way to the problem of designing and constructing the summer camp. The Steward, the Superintendent and teachers of Trade Drafting, Carpentry, and Electricity in the Mechanical School, the Carpenter's and Engineer's Departments in the administration of the College, and numerous other factors coöperated in a most helpful way to bring the project through. One could not but be gratified at the way in which the staff of the College stood back of this undertaking.

As the various departments had coöperated in the camp plans and construction, so they took a deep interest in the camp's success. A succession of College executives and employes went to the camp as opportunity offered, and all felt that it was in part their undertaking, and that they had contributed in some measure to the success of the project. One of the pleasant experiences of the summer was a visit to the camp near the close of August, when the younger boys were in residence. Nothing could have been finer than the way in which these youngsters entered into the camp life. Even with the limited occupation of the camp during the past summer the experience was one of the bright spots in the lives of the boys during the year. We may look on this summer camp, with its almost unlimited opportunities for development, as a great blessing to the Girard College boys of the present and the future.

## SCHOOLS

The Elementary Schools have striven during the year to develop the creative ability of boys. It never fails that when

boys can be directed to do original work they are interested and responsive. This type of work extends to art, English, mathematics, civics, music, and many other activities. A few samples of boys' efforts are added as illustrative. These could be multiplied many times over by others of like quality.

### SAPPHIRE

At evening when the sun is setting  
Setting in the western sky  
The clouds in their sapphire color  
Go racing through the sky;  
The wind, jealous of their lovely color,  
Blows them away and makes them cry.  
—Grade 5B-1.

Examples of Hoku poems by 6th Grade.

### SPRING

The flutter of quail  
Whirring away in the mist  
Of the dawn's soft light.

### AUTUMN

The rustling of crisp leaves  
And the rhythm of the leaves  
As they sway to and fro.

### THE MILL

In days ago, the old mill  
Stood beside a pond  
Where the lilies grew.

### CONTENTMENT

A little child by the fire—  
So sleepy!  
With a puppy dog beside him.

### MORNING

The song of a lark  
And the ghostly screech of an owl  
Break the stillness.

On the work in the High School and the educational results which come from it the comment of the Vice-President is as follows: "In the High School during the past year there has been a noticeable growth in school morale. This was especially apparent to me on my return from a six months' absence. It is shown by the great difference in the attitude and judgment of boys in making their elections of studies, in thinking out their future plans, in their seriousness in preparing for examinations, in their greater promptness in handing in written work, in the fact that now I do not have any applicants for Elementary Industrial or Intermediate High School where in former years there were always a number of boys willing to handicap their futures in order to escape from a little more present work, and, more especially, by the few cases of discipline brought to the officers by teachers. This last, of course, may be due to the better handling of discipline by the teachers concerned, but I think it more an evidence of the boys' improved general attitude. Our socials this past term have been, I think, pleasanter, marked by finer bearing on the part of the boys and altogether more desirable. Conversation with boys at the dinner table, and the cooperative spirit of boys in the Conference Committee all confirm the belief that there is gradually but steadily coming about a greater interest and a better attitude on the part of the boys of the College toward their real opportunities here. Not infrequently where a boy has failed, the verdict of the boys has been more severe even than that of the Faculty in condemnation of his lack of effort. In any event, this change in attitude is most encouraging, and I trust that with our plans for a better 'follow up' the process of further improvement may be accelerated."

The resort to creative work and the effort to develop the school morale have not prevented a realization of the conventional educational accomplishments for boys the ages of ours. An increasing number of boys are going to college and are maintaining themselves creditably in a dozen or fifteen institutions located in the Middle West, the Middle States, and New England. Parallel with the above accomplishment, our boys are preparing themselves along vocational lines leading

either to commercial life or to the skilled trades. About one-half the boys go in each of these directions. The last two years a boy is here he must specialize in preparation for his vocation, though in doing this he is not permitted to neglect his general education.

The work in the Mechanical School has been particularly encouraging in the past year. In addition to the scheduled shop appointments which are required of every boy, voluntary shop periods have been arranged for interested boys. Of the working out of the voluntary shop arrangements the Vice-President writes: "In the Mechanical School we have been giving increased attention this year to the pre-vocational shop work of the lower high school classes. Schools have everywhere found a need to provide a useful substitute for the training experience and purposeful activities formerly open to children in the form of household chores and useful light labor on the farm or in the small community. This is especially important at Girard College where the boys live in large groups and have so little opportunity compared to the normal home to 'tinker' and construct crude playthings. Our boys are greatly interested in having an opportunity to construct small articles that they may take home at Christmas as gifts to members of their families. This desire is shared also by our trade and commercial boys. We have, therefore, been considering ways in which every boy may have an opportunity for voluntary shop periods in his free time which may be given to work of the above type. Many boys have been enabled to avail themselves of this privilege during the past term, and arrangements are being made through which in another year all boys interested may enjoy this privilege if they care to do so."

Girard College has demonstrated quite convincingly that the conventional school program can be completed in eleven years. Our boys are going to college on an eleven year preparation, and are maintaining themselves creditably in a wide variety of institutions. This is all the more significant because of the fact that in addition to a general academic education, these boys are given, during the last two years of their course,

a specialized training for engaging in some particular calling. Thus, by the time these boys are seventeen or eighteen years of age we believe that they are fairly well prepared for entering on wage-earning careers, and that they have been given at the same time the fundamentals of an education on which they may build their further study in college or elsewhere.

This two-fold preparation is made possible in part by a school year of ten full calendar months, a longer school day, and abbreviated vacations at Christmas and Easter. Our control of the boys' time for twenty-four hours in the day, and their living in the College enclosure and in immediate contact with schoolrooms and shops, make it possible to economize time and speed up educational effort in a way that is scarcely feasible where boys must go for considerable distances to school, and are subject to the distractions of interest and activities which are entirely beyond the school control. In addition to economy of time and better directed effort Girard College has an even greater advantage in her all-year-around-school. Certain boys are making up failures, or overcoming retardation during the summer term. Others are carrying on various forms of recreational study in handwork and reading classes. In the latter activity, attention is directed especially to creative work, story telling, dramatization, and other forms of original effort which make a contribution to the great end of stimulating the educational development of our boys.

#### STAFF OF SUMMER SCHOOL

Supervisor of Bookwork.....	Mr. Ronald R. Welch
Supervisor of Manual Arts.....	Miss Viola R. Collins
Tutor For High School Subjects.....	Mr. William Ott
Tutor For High School Subjects.....	Mr. Louis Q. Moss
Auditorium Teacher.....	Miss Julia Wagner
Accompanist .....	Mr. Arthur W. Howes

#### TEACHERS FOR HIGH SCHOOL GROUP

Mr. James J. Lamond  
 Mr. George W. Harlow  
 Mr. George J. Epley



TEACHERS FOR ELEMENTARY SCHOOL GROUP  
TUTORS FOR ELEMENTARY SCHOOL

Miss K. Adessa Martin  
Mrs. Freda W. Thomas  
Miss Lillian Reece  
Mrs. Caroline R. Brenner

BOOKWORK

Mrs. Elsie S. White  
Miss Edna Louise Adams  
Miss May R. Robbins  
Miss Bertha B. Wagenhurst

HANDWORK

Miss Charlotte M. Cerre  
Miss Claire M. Hogan  
Miss Helen B. Sones  
Mrs. Elizabeth M. Bowers Peck  
Mrs. Elizabeth Brinton

Numerous requests have come from time to time for the Battalion to parade on the streets of Philadelphia, but in the interests of the boys these parades are held infrequently, —usually not more than once or twice a year. The event which has most often induced us to take the Battalion out in recent years has been the annual Boy Week parade in May. One influence which has contributed to the improvement in our military instruction has been the increasing number of boys who have attended the summer Citizens' Military Training Camps. During the past summer, six members of the Battalion were in attendance on the infantry camp at Fort Eustis, thirteen were at the field artillery camp at Fort Hoyle, one at the cavalry camp at Fort Myer, and one at the coast artillery camp at Fort Monroe. On their return these boys became officers and drill masters in the Battalion, and exercised a helpful influence in maintaining a high standard of military instruction.

The special classes have continued along lines earlier developed. The disciplinary class is becoming less and less necessary. If the sole use of the teacher of this class were to give instruction to the boys who could not otherwise be adjusted and carried forward in the regular class work, the instructor might well be eliminated. There is, however, the need for his services as mental examiner in conducting the

various forms of tests given to classes throughout the school, and individual cases about the classification of which the supervisors may be in doubt. The mental examiner also makes a large contribution in helping with the examinations of boys who are presented for admission into Girard College.

The speech class has had the usual number of boys, ranging up to approximately one hundred and fifty during the year. It is surprising that so many boys do have speech defects. Often the defect is slight, and after a limited amount of instruction it may so largely disappear that one would never suspect that there had been a speech deficiency. For example, four boys in the class to be graduated in January were at some time members of the speech class, but their deficiencies have been so remedied that one would not think of their ever having had speech deficiencies.

Special instruction in the art class has gone forward with good results. The elective class in the History and Appreciation of Art has made its appeal, and as many boys as can well be accommodated in that class have been in attendance. In a school of fifteen hundred, it is to be expected that there are a number of boys who have special gifts for art work, which gifts are revealed by the regular art instruction. The development of these special gifts gives added pleasure to the boys and furnishes them with a preparation which will make their lives richer and more meaningful.

## MUSIC EDUCATION

The ideal for music instruction in Girard College is a cultivation of a taste for and an enjoyment of good music rather than a striving for proficiency in singing or in the playing of any instrument. The most which schools like this can hope to do is to lay the foundation of musical appreciation and give the background for the later study of music. More than any other single interest, music affords an opportunity for the merging of the feeling of an entire school. Ensemble singing

can do more than can any other agency in creating an esprit de corps and fostering school spirit. To accomplish the ends here suggested, it is greatly to be desired that there should be a brief period each day when the school as a whole, or the major divisions of the school meeting separately, shall join in the singing of school songs and other selections which will cultivate in the school the feeling of united participation in a common interest.

Particularly does ensemble singing afford an opportunity to cultivate musical taste through the use of standard classical selections. Good music sung each day accomplishes the double purpose of giving an acquaintance with good music and of furnishing a refinement of taste, than which there can be no more far reaching effect from a system of education. Those of us who have been for years in the work at Girard College and have seen generations of boys grow up and go out of the Institution are warranted in being dogmatic on the influence of music in the life of a school, and the force which music exerts in the lives of those whom the school trains. The answer of an aged colored man who when found playing his violin in the mountains of North Carolina and questioned as to what he was doing said, "I am serenading my soul," expresses the real heart and center of what should be the function of music in education. To develop a feeling by which the individual will be able to baptize his soul with the feeling that comes from great music is an educational result not surpassed, and it is our belief that this is the service which Girard College is rendering to successive generations of boys.

School music is the foundation of music instruction in Girard College. Classroom singing begins with the earliest grade and continues a part of the daily program of boys up through the elementary school and into the high school. Musical notation is taught in these classroom exercises, but musical notation is the least of the services which the classroom exercises render. Boys are taught to sing and are given the beginnings of musical appreciation.

As an outgrowth of the classroom instruction, there comes naturally the selection of one hundred and twenty boys with

unchanged voices to constitute the organization known as "The Junior Hundred." As might be expected musical gifts and interests are revealed by this preliminary classroom instruction, which serve as a guide in the selection of boys who are to be given individual instruction in instrumental music, whether it be on the piano or on some string or wind instrument. Thus, the whole specialized musical activity of the College rests upon the instruction in the classrooms.

The College Choir including the Junior Hundred mentioned above and the Glee Club consisting of about seventy-five boys who sing tenor and bass parts, serves as a backbone of the ensemble singing. Regular rehearsal hours for the Junior Hundred and the Glee Club separately and collectively give the opportunity for training the boys to lead the mass singing and to serve as a College Choir for the religious worship and the various public exercises held during the year.

But more largely, part singing has been developed for the College as a whole. The bass, tenor, alto, and soprano parts are grouped as units in the general assembly attendance in the Chapel, and the entire fifteen hundred boys become in effect a choir for part singing. The Director of Vocal Music has risen to the opportunity which this arrangement affords, and the results from our morning assembly singing on week days and the congregational singing on Sundays are really inspiring. Best of all, the boys themselves enjoy the singing, and enter into the spirit of great music. The separate elementary school assemblies on Wednesdays and similar assemblies of the high school boys on Fridays afford further opportunities to develop specialized forms of singing. The Director of Vocal Music has arranged a series of folk songs for male voices, which are used in the Friday morning assemblies with splendid effect. At these assemblies, the boys make the "welkin ring" with such old favorites as "Annie Laurie," "Drink To Me Only With Thine Eyes," "The Minstrel Boy," "Holy, Holy, Holy, Lord, God, Almighty," and "Oh, Worship the King." The gratifying part of this is, however, that while the attack is all that could be wished, and there is a real gusto in the singing, ear splitting shouting is pleasingly absent.

Any review of the vocal music which did not mention the service of the Organist of the College as accompanist would be inadequate. During the past year the Organist competed for a prize offered by the Musical Arts Society of Camden, New Jersey, for the best choral number, and was awarded the prize for his "Ode to Music" of which he composed both the words and the score. This is not the first time that Mr. Banks' abilities as a composer have been recognized in competitions. In 1919 he won the state competition for an anthem entitled "Souls of the Righteous," which later was sung by a chorus of nine hundred voices in the American Academy of Music under the baton of the composer. In 1921 Mr. Banks similarly won an organ competition promoted by DePauw University. Skillful and self-effacing accompaniments are an important contribution to the development of choral work, and such accompaniments our Organist has given in a beautiful way.

The Organist of the College has also contributed to the cultivation of musical taste by means of organ recitals played regularly on Wednesday mornings to the boys of the high school group, and through other contributions on his chosen instrument. A series of four organ recitals was played at fortnightly intervals during February and March of the year under review, with accompanying soloists including Mrs. Mae Ebrey Hotz, soprano; Mr. Earl Pfouts, of our own staff, violin; Mr. George Otto Frey, 'cello; and the Junior Hundred of the College under the leadership of the Director of Vocal Music. These recitals were so much appreciated that the Early Eighties Alumni organization arranged for a musical afternoon at the College, inviting some of the alumni and requesting the coöperation of the Junior Hundred and the College Organist. This musical feature was followed by a visit to the Directors' Room, where Mr. George Gibbs interpreted his new murals to the Early Eighties and their friends.

Instrumental music has kept pace with the developments in vocal music in Girard College. Nearly or quite two hundred and fifty of our boys have been receiving instruction in in-

strumental music. Of this number, 28 have been working on the piano and organ, 54 are in the orchestra, and 62 in the first band. Beginners on the band instruments number 55, and on stringed instruments 33. When the band turns out for military drill or for parade the beginners, constituting a second band, are merged with the first band, making a total of one hundred and seventeen. This makes a wonderfully impressive organization. The band and the orchestra are in large demand for public appearance outside the College. In all, the band participated in outside exercises five times during the year, and the orchestra similarly participated twice, one occasion being the annual dinner of the Girard College Alumni, and the other the Convention of Music Supervisors.

The College was honored when the Director of Instrumental Music was chosen to organize a Philadelphia Symphonic Band and to conduct concerts in Fairmount Park during eight weeks of the past summer. His Honor the Mayor and Mrs. Mackey took a special interest in these band concerts, and honored the opening concert by being in attendance.

Music instruction has been going on in Girard College a sufficient length of time to give a basis of judgment as to the results. Our boys are deeply interested in hearing good music, and no inconsiderable number of the graduates are known to attend the concerts of the Philadelphia Orchestra and the numerous presentations of the opera in the city. Many of them keep up their work on the instruments of their choice, and a few follow music as a profession. Perhaps the most distinguished musician of the boys recently trained in Girard College is Lawrence Sommers, who was graduated in June, 1924. This boy was in the group which began the study of the violin when that work was originated in 1922. Following his graduation, young Sommers continued on the violin under the instruction of our teacher of violin, and later under a teacher in New York. He made such progress that he was encouraged to go abroad, and he has been for more than two years studying with Professor G. Rémy, of the Conservatory in Paris. In October last Professor Rémy made a report on Lawrence Sommers' progress, which was very gratifying to

those of us who have followed the very earnest work of this young man. Professor Rémy wrote as follows: "I hasten to give you my opinion regarding Lawrence Sommers' studies in Paris and his musical future.

"Since Sommers has been my pupil I have always been very well satisfied with the very conscientious work with which he prepares his lessons.

"Therefore, thanks to his serious study, he has made very remarkable progress, and I can say that he is even now an excellent musician, and that he will be, before long, a violinist of the first rank, with a brilliant future before him.

"I am happy to be able to give you this proof of my satisfaction."

In a concluding word, [it should be said that music is felt to be just as fundamental in the education of the boys at Girard College as is the training in the so-called "three R's." To have an acquaintance with good music and a taste for it, to be able to join in ensemble singing, and to merge one's interest and effort with the interest and effort of his fellows is a necessary part of present-day education. Girard College has sought to make music a vital part of her own life, and a part of the equipment in the lives of those whom she is rearing and educating.

# SAVING FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5 00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435 07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	346.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334 14	800.55	4466.69
1912.....	1360.27	949 32	4877 64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176 72
1917.....	2642.82	1273.05	10546 49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862 49	3776.38	23843 29
1924.....	8154.29	5518.71	26478 87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83

\$93186.45    \$62996.62    \$30189.83

Interest to December 31, 1928.....	\$ 9,112.73
Total Interest for year ending December 31, 1929.....	\$ 1,405.51
Total Saving Fund Deposits December 31, 1929.....	\$39,352.43
Accounts opened in 1925.....	192
Accounts opened in 1926.....	170
Accounts opened in 1927.....	138



Accounts opened in 1928.....	162
Accounts opened in 1929.....	182
Total number of accounts December 31, 1925.....	1243
Total number of accounts December 31, 1926.....	1273
Total number of accounts December 31, 1927.....	1270
Total number of accounts December 31, 1928.....	1296
Total number of accounts December 31, 1929.....	1315

#### TOTAL SAVINGS OF PUPILS

Saving Fund .....	\$39,352.43
New York Evening Journal Building Bonds.....	1,000.00
First Liberty Loan Bond.....	50.00
Fourth Liberty Loan Bond.....	50.00
Total .....	<hr/> \$40,452.43

#### LECTURES AND ENTERTAINMENTS, 1929

*Friday, January 4:*

Lecture—"Runaway Days"

Mr. Samuel Scoville, Jr.

*Friday, January 18:*

Concert—

Dr. Thaddeus Rich and Associates.

*Friday, February 1:*

Entertainment—

The Banta Duo

Music and Impersonations.

*Friday, February 15:*

Illustrated Lecture—"Darkest Africa"

Colonel Harry K. Eustace.

*Friday, March 8:*

Recital—

Mr. Roy A. Helton, Readings from Original Poems.

Mrs. Dorothy Johnstone Baseler, Harp.

*Friday, March 22:*

Lecture—Entertainment—"Snapshots at Famous Men"

Mr. Adolph Adams.

*Friday, April 5:*

Lecture—"Life and Times of Patrick Henry"

Dr. Henry Lawrence Southwick.

*Friday, April 19:*

Concert—"Musical Portraits"

Ernest Gamble Concert Party.

*Friday, October 11:*

Lecture—"Science and the Future"

Hilton Ira Jones, A.M., Ph.D.

*Thursday, October 31:*

Music and Humor.

*Friday, November 15:*

Concert—

Harvard University Glee Club Double Quartette.

*Friday, December 6:*

Original Declamation Contest

Members of the Senior Classes.

*Thursday, December 19:*

Christmas Concert

Musical Organizations of Girard College.

*Tuesday, December 24:*

Magic, Music, and Humor.

## ANNIVERSARIES AND COMMENCEMENTS, 1929 SPEAKERS

New Year's Day,

Mr. Joseph M. McCutcheon,

Class of May 1883.

Commencement, January 22,

Mr. Hugh F. Denworth,

Class of June 1908.

Lincoln's Birthday,

Dr. Calvin O. Althouse,

Central High School,

Philadelphia, Pa.

Founder's Day,

Major General William R. Smith,

United States Army.

Mr. William H. Dallas,

Class of June 1906.

Founder's Day, (Morning Assembly of Students)

Mr. Laughlin F. McNeill,

Class of May 1897.

Commencement, June 20,

Effingham B. Morris, Jr., Esquire,

Board of Directors of City Trusts.

Thanksgiving Day,

Colonel Sheldon Potter,

Attorney, Philadelphia.

In addition to the lectures and entertainments listed above, which were given for the boys and interested members of the staff, two educational addresses of unusual interest have been given to the staff during the year. The first was by Professor J. Duncan Spaeth, of Princeton University, on the topic "Freedom and Discipline in Education," delivered during the spring, and the second by Headmaster Eugene Randolph Smith, of the Beaver Country Day School, Chestnut Hill, Massachusetts, on "Problems of the Progressive School," delivered during the autumn.

Professor Spaeth has long been on the list of Chapel speakers at Girard College, and he always speaks with acceptability. His address on, "Freedom and Discipline in Education," was stimulating and suggestive. In his presentation he sought to establish the correct relations between discipline and free choice in the educational process. Being himself a product of the disciplinary education and a firm believer in its merits, Professor Spaeth also is a thorough modernist, who lives in the present with the keenest interest in everything that contributes to human welfare. With a clear and forceful presentation, he set before our staff the unquestioned merit of an ordered and controled discipline directed to the needs of the present age.

Perhaps more than any other single person, Eugene Randolph Smith has been identified with the recent trend in American education known as "The Progressive School." He has been largely active in the Progressive Education Association, and his own country day school is an embodiment of

the progressive education idea. Curiously, he, like Professor Spaeth, is a product of disciplinary education, and he was for a considerable time a teacher of mathematics in a higher institution of learning. Far from forsaking the values of disciplinary training, Mr. Smith would preserve these and utilize them in modernized schools to serve the present era. Mr. Smith's suggestions were definite and practical, especially in the direction of the selection and utilization of curriculum material.

Lectures of this sort to the teaching and household staff and other interested members of our official family prove stimulating and helpful. The educational thought of teachers and officers and the educational spirit of the institution as a whole must have new and fresh inflow, else we would soon lapse into a state of stagnation. The professional interests and attitudes of members of the staff mean much in such a school as this. We are gratified at the practical unanimity with which the members of the staff come to these voluntary lectures, and believe that we have in them a means of keeping fresh in our thought the old yet ever new problem of suiting instruction to present needs.

## HEALTH

The health record of the College during the past year has been the best in the twenty years for which annual reports have been prepared by the present writer. The College Physician has given the usual yearly physical examinations of all the boys, and in connection with this has made the standard tests to determine the normality of bodily organs. In addition to this medical examination, the Department of Physical Education has also given a physical examination to all the boys, one feature of which is an anthropometric measurement of every boy. Boys having physical defects which can be remedied by the regular recreational classes are commended to those classes for special attention. Those who need individual corrective treatment are given that treatment by the instructor who devotes his whole time to corrective gymnastics. If this ex-

amination indicates that a boy needs the attention of the physicians, he is handed on to them.

As a result of these medical and physical examinations, and the corrective and remedial treatments which result therefrom, our boys are singularly free from abnormalities and physical defects, and they are well developed physical specimens. Any physician or physical training expert who would go to the swimming pools and see successive groups of boys stripped could but rejoice at the all-round development of their bodies and the freedom from anything indicative of weakness or bodily imperfection.

Supplementing the work of the physicians and the Department of Physical Education, the whole regime of the College is in the direction of the cultivation of good health habits and the building up of resistance against physical deficiencies and limitations. In the club activities of the College the Teacher of Corrective Gymnastics has established the Girard Health Club, the motto of which is "Will-Power." The Health Club has not only sought to cultivate improved health habits in the individuals who make it up, but it has assumed a responsibility for disseminating information as to posture, carriage, and other habits affecting health. Frequent bathing, systematic exercise, regular hours for meals, plentiful sleep with fixed times for retiring and arising, all make their contribution to the better health of Girard College boys.

In the old days, one of the troublesome contagions in the College was ringworm of the scalp. It was not unusual for ten or a dozen boys to be undergoing treatment at one time in the Infirmary, isolated to prevent the spread of this affection. To promote greater cleanliness of the scalp, and to make the recognition of ringworm easier, the practice was adopted of cropping the hair of all the younger boys. More frequent bathing and the careful inspection by officers has removed the seeming necessity for the short-cropped hair, and first the boys in Lafayette and Good Friends Halls were given the privilege of having longer hair. During the past year the same privilege was extended to the boys of the Junior School.

to the delight of the boys themselves and the great satisfaction of their mothers.

Not the least of the influences contributing to good health at Girard College has been the dietary. A well-selected and adequate food supply, properly prepared and furnished under conditions which make eating a pleasure, has contributed to lessening the amount of illness. Part of this process of avoiding disease has been the regular bacteriological examinations of milk, drinking water, water from the swimming pools, ice cream, and the water from melted ice. From time to time certain other food products have been similarly examined to determine whether they were free from contamination. These examinations are conducted regularly and at times unknown to those who supply the product being examined. All employees coming to the College are given a physical examination, one part of which is to determine whether or not they are typhoid carriers.

The matter of food and its relation to health has been sanely commented on by Dr. William H. P. Faunce, late President of Brown University, in his book *Facing Life*. Dr. Faunce says: "Plenty of fuel must be furnished to the bodily engine. Three good meals, eaten with a good appetite and in good company, are always a means of grace. Expensive menus are not only unnecessary, they are a positive handicap. A simple, nourishing, appetizing table costs little, even in these days, and every college is bound to furnish it to its students before it demands an intellectual output. The old German proverb, *Was man isst, er ist*—'man is what he eats'—is a gross exaggeration and untruth. But when Oxford University for centuries makes the eating together of teachers and students in the great dining hall the central function of university life, our American institutions may well cease to attempt making scholars out of students nourished at lunch counters and one-armed chairs in cheap restaurants."

The statistics of the Infirmary which are presented in detail indicate that there was relatively little serious illness during the year. One death occurred at the College, from a malignant disease of the pleura and lungs, a condition which

medical science has thus far not been able either to prevent or to cure.

#### GENERAL DISEASES

Albuminuria .....	5
Chorea .....	1
Diabetes Mellitus .....	3
Epilepsy .....	1
Myalgia .....	3
Nephritis, chronic .....	1
Purpura Hemorrhagica .....	1
Serum sickness .....	10

Total ..... 25

#### RESPIRATORY DISEASES

Bronchitis, epidemic form ....	27
Bronchitis, ordinary form.....	120
Laryngitis, epidemic form ....	10
Laryngitis, ordinary form....	15
Pleurisy .....	1
Pleurisy, with effusion .....	1
Pneumonia, lobar .....	19

Total ..... 193

#### GASTRO-INTESTINAL DISEASES

Abdominal pain ..	7
Diarrhoea .....	4
Gastro-enteritis .....	44
Jaundice, catarrhal .....	2

Total .. ..... 57

#### NOSE, THROAT AND EAR DISEASES

Coryza, acute .....	18
Earache .....	33
Otitis media, acute .....	46
Sinusitis .....	3
Sinusitis (infection blood stream)	1
Tonsilitis ..	12
Pharyngitis .....	13
Vincent's Angina .....	1

Total ..... 127

#### ACUTE INFECTIOUS DISEASES

Erysipelas ..	1
Mumps .....	2
Rheumatic fever ..	5
Typhoid fever .....	1
Varicella .....	2

Total ..... 11

#### SKIN DISEASES

Dermatitis venenata .....	6
Eczema ..	5
Erythema, simple .....	3
Erythema, toxic ..	5
Impetigo contagiosa .....	11
Pediculosis capitis .....	9
Urticaria ..	4
Tinea cruris .....	7

Total..... 50

#### EYE DISEASES

Corneal laceration .....	1
Corneal ulcer .....	1
Conjunctivitis, simple .....	23
Conjunctivitis, acute catarrhal.	19
Conjunctivitis, phlyctenular ..	3
Foreign body in the eye .....	4

Total .... 51

#### ACCIDENTS

Arthritis, traumatic .....	2
Concussion of the brain .....	2
Fracture, tibia and fibula ...	1
Fracture, clavicle .....	1
Fracture, anat. neck of humerus	1
Fracture, int. condyle of humerus	2
Fracture, fibula .....	1
Fracture, radius .....	4
Fracture, radius and ulna ....	4
Hemorrhage, sub-conjunctival (trauma) ..	1
Hyphemia (trauma) .....	1
Orchitis (trauma) .....	2
Synovitis of the knee (trauma)	2
Sprains, wrist, knee and ankle	35
Wounds, contused .....	26
Wounds, infected .....	23
Wounds, lacerated .....	10
Wounds, poisoned .....	1
Wounds, gunshot .....	1
Wounds, punctured .....	3
Wounds, incised .....	5

Total .. ..... 128

OPERATIONS		LOCALIZED INFLAMMATIONS	
Appendectomy .....	2	Abscess, tooth .....	2
Circumcisions .....	53	Abscess, palmar .....	3
Cyst of eyelid, excised .....	1	Abscess, of leg .....	2
Hernia, radical cure for .....	2	Abscess, cervical .....	2
Mastoid, opened and drained .....	3	Adentitis, cervical .....	2
Nasal polyp removed .....	2	Cellulitis of leg .....	2
Submucous resection .....	7	Furunculosis .....	7
Strabismus, operation for correction .....	2	Ulcer .....	4
Tonsils and adenoids removed .....	134	Total .....	24
Undescended testicle, for correction .....	2		
Total .....	208	UNCLASSIFIED	
		Observation .....	957
		Discipline .....	5
		Total .....	962
DEATHS			
Total .....	1		

Porreca, Anthony, aged 13 years died August 29, 1929. The cause of death was Endothelioma, involving the right pleura and lung. He had been ill to our knowledge about one month.

Average daily census for the year.....	21.16
Average number hospital days per patient for the year.....	3.65
Total number under observation for the year.....	1837

The Visiting Physician draws attention to the unusually small number of cases of acute infectious diseases. This he attributes largely to the conditions in the city, affecting scarlet fever, mumps, and chicken pox. It is gratifying to report that we have gone through another year without a case of diphtheria, and it seems that, with the present methods of testing and inducing immunity, diphtheria is likely to become a disease of the past. A single case of typhoid fever treated in the College resulted from contamination while the boy was on his vacation. All boys of the College have been given during the past year the standard routine immunization against typhoid and para-typhoid.

The Visiting Physician also draws attention to the relatively large number of cases of acute respiratory diseases, especially of acute bronchitis; one hundred and forty-seven boys having this ailment were admitted into the Infirmary during 1929. In 1928 one hundred and seventy-seven cases of the same disease were recorded as having been treated in the Infirmary. In all there were nineteen cases of lobar pneumonia during the past year, all of which were relatively mild.



and the recovery in every case was without serious consequences. These results are only possible from an early recognition of the condition and a prompt course of treatment in the Infirmary. The Visiting Physician well adds for the guidance and stimulation of the others responsible for the health of our boys the following comment: "The steady and efficient cooperation of those in charge of the boys in the daily routine is necessary if we are to reduce the cases of respiratory diseases. Exposure to wet and cold, with insufficient protection, is apparently a large factor."

One interesting item in the Infirmary report is the mention of three boys with diabetes. A careful study of their cases and the establishment of a suitable diet and insulin treatment have resulted in an average state of health for these boys. They are attending school regularly, are growing normally, and are making the usual progress of boys in Girard College. These results are only possible through the intelligent study of the cases by the Medical Department, the minute care and sympathetic cooperation of the nurses in the preparation and supervision of diets, and the intelligent and self-denying cooperation of the boys themselves. This latter factor is of extreme importance in carrying out a regimen of treatment and diet. Perhaps in no particular has medical science made more progress in recent years than in the control which has been established over diabetes mellitus.

The Ophthalmologist has carried on the routine services for his department. All the boys in the College have been given a visual test to determine whether eye conditions were normal, and if not, what treatment may be required. In addition to the routine examinations, five hundred and thirty-two other cases are recorded of application for examination and treatment. These cases necessitated forty-five subsequent visits. The total number of visits to the Ophthalmologist during the year was two thousand five hundred and seven. The number of boys refracted was one hundred and eighty-one. The number of treatments for affections other than refractive errors was one hundred and seventy-two. The Ophthalmologist draws attention to the increase in the num-

ber of cases of acute contagious conjunctivitis. Twenty-one such cases were treated during 1929, an increase of eleven over the number for the preceding year. Seventy-five per cent of these cases, and a large majority of the cases of boys affected with simple conjunctivitis, were from the Junior School group. This condition was not regarded as an epidemic, but the fact that so many cases came from an isolated group pointed to some explaining cause. The only explanation thus far offered has been the presence of an unusual amount of dust on the playground in the latter part of the year. If this condition is accountable for the presence of conjunctivitis, the Ophthalmologist very properly says some way should be found for keeping down the amount of dust. This is a matter to which attention will be directed during the forthcoming spring, summer, and autumn.

The ear, nose, and throat work has been maintained on the same level as in former years. Operations for the removal of infected tonsils and adenoids were done for one hundred and thirty-four boys. The statistics show a very gratifying figure of but twelve cases of tonsilitis during the year. The limited number of such affections indicates that the operative treatment which has been given to boys in recent years has resulted in lessening the amount of illness. In addition to tonsil and adenoid operations, eight operations were done for sub-mucous resections, four for mastoid, eight for paracentesis, two for maxillary sinus, and three for the removal of the polypii. These corrective measures are clearly bearing fruit in greater comfort and a reduced amount of illness.

## DENTAL DEPARTMENT

The statistical report for the dental operations during the year indicates an increase in the amount of work done by this branch of the service. The Dentist-in-Chief reports that the large number of fillings and treatments recorded have been necessary to protect teeth from destruction by decay. He terms these treatments "highly specialized preventative dentistry." It is, however, rather notable that the number of

# STATISTICAL REPORT

	1927	1928	Percentage	1929	Percentage
Amalgam fillings	3,792	3,772	36.9 Dec	3,506	9.5 Dec
Phosphate fillings	2,587	2,578	11.2 Inc.	3,400	33.5 Inc.
Gutta Percha fillings	225	408	81.3	611	49.7
Temporary stoppings	410	97	76.3 Dec	72	28.7 Dec
Permanent teeth devitalized	24	14	41.6	13	7.1
Temporary teeth devitalized	0	0	100.0	0	0.0
Permanent teeth putrescent	9	10	11.1 Inc.	6	40.0 Dec
Temporary teeth putrescent	8	30	275.0	25	16.6
Permanent teeth abscessed	2	0	100.0 Dec	3	300.0 Inc.
Temporary teeth abscessed	4	9	125.0 Inc.	9	00.0
Permanent root canals filled	81	82	26.2 Dec.	31	50.0 Dec
Temporary root canals filled	0	0	00.0	1	100.0 Inc.
Dental Radiographs made	321	193	39.9 Dec	201	4.1
Inlays	72	119	91.1 Inc.	64	44.8 Dec
Crowns	7	4	42.8 Dec.	8	100.0 Inc.
Bridges	1	4	300.0 Inc.	0	400.0 Dec
Teeth Cleaned	1,422	1,853	30.3	3,333	79.8 Inc.
Extraction of Perm. teeth	40	37	7.5 Dec	28	24.3 Dec.
Number treatments	6,460	6,708	3.8 Inc.	7,374	9.9 Inc.
Total number of operations	14,960	15,129	0.9 Inc.	18,402	21.5 Inc.

## INCREASE AND DECREASE FROM 1927 TO 1929

	1927	1928		1929	
Permanent teeth devitalized	24	14	41.6 Dec.	13	7.1 Dec.
Permanent teeth putrescent	9	10	11.1 Inc.	6	40.0 Dec
Permanent teeth abscessed	2	0	100.0 Dec.	3	300.0 Inc.

## DECREASE IN SEVENTEEN YEARS AND EIGHTEEN YEARS

	1912	1928		1929	
Permanent teeth devitalized	170	14	91.8 Dec.	13	93.3 Dec
Permanent teeth putrescent	151	10	93.4 "	6	96.0 "
Permanent teeth abscessed	22	0	100.0 "	3	86.3 "
Average	343	24	93.0 Dec.	22	93.5 Dec.

operations done in 1929 was an increase of 21.5 per cent over the number done in 1928. In commenting on these facts, the Dentist-in-Chief draws attention to surveys which have been made of teeth of school children in the various parts of the country, indicating that approximately seventy per cent of the children have defective teeth. This defect in the teeth of children indicates a higher percentage of abnormality than exists in all the other physical defects combined.

The Dentist-in-Chief has again made a special study of the boys being admitted into the College during the year. One hundred and sixty-nine boys who were received were made the basis of the study, the following summary of which shows the treatments required:

Number of boys examined and counted in this review	169
Number of Permanent Teeth filled before entering College	272

Number of Temporary Teeth filled before entering College.....	179
Number of fillings required in the Permanent Teeth.....	730
Number of fillings required in the Temporary Teeth.....	526
Number of boys not requiring Permanent Teeth filled.....	21
Number of boys not requiring Temporary Teeth filled.....	19
Number of Permanent Teeth extracted before entering.....	18
Number of Temporary Teeth extracted before entering.....	455
Number of treatments required .....	101
Number of cleanings .....	306
Number of boys apparently developing good occlusion.....	44
Number of boys apparently developing fair occlusion.....	62
Number of boys who have Malocclusion.....	63
Total number of operations required.....	1663

The above figures show that each boy received 9.8 operations during his first year in residence. These figures do not include examinations in which no operation was required. It was believed desirable by the Dentist-in-Chief to insert twelve hundred and fifty-six fillings in the permanent and temporary teeth of these one hundred and sixty-nine boys. He, however, draws attention to the fact that many of these fillings were of a preventative nature, either to prevent defects in the enamel or to protect the covering of the teeth. This course of treatment has the very desirable result of reducing the amount of tooth decay, and of lessening the dental treatments which will be required in later years. In support of this latter contention, a study has been made of the records of the one hundred and one boys who were graduated from the College during 1929. The statistics for these one hundred and one boys are as follows:

Number of boys examined and counted in this report .....	101
Number of Examinations during College attendance.....	1074
Number of Amalgam Fillings and Inlays.....	1313
Number of Phosphate Fillings .....	1379
Number of Treatments Required .....	1052
Number of Teeth Devitalized .....	17
Number of Teeth Putrescent .....	5
Number of Teeth Abscessed .....	0
Number of Root Canals Filled.....	56
Number of Dental Radiographs made.....	99
Number of Teeth Cleanings .....	955
Number of Permanent Teeth Extracted.....	34

Number of Cases of Malocclusion Treated.....	16
Total number of operations on permanent teeth for 101 boys during attendance in the College.....	5984

These figures indicate that the boys received an average of 54.42 operations each during their total residence here. Taking ten years as the period of residence, which is a little above the average, there were 5.54 operations per boy per year. This is in striking contrast to the number of operations per boy per year for those who are just received into the College and who are undergoing treatment to have their teeth put into good condition.

The dental service of Girard College is, we believe, one of the outstanding dental clinics of the world. The remedial corrective work done is of incalculable value to all the boys. A considerable number of boys have crooked teeth, which, if not corrected, would be a serious menace to their health as well as a cause of facial deformity. The straightening of crooked teeth is a tedious and expensive operation, which generally only the favored children of society are privileged to enjoy. The fact that these cases receive prompt and scientific treatment at Girard College is another indication that our boys belong to a privileged class. The routine cleaning and filling of decayed teeth for all the boys of the College gives a basis for health which contributes a not unimportant factor to a desirable result. But in addition to all else, the care which the College gives to the teeth of boys and the stimulation and direction which it furnishes for them to care for their own teeth create habits which are a great asset. In the main, the teeth of Girard College boys are in splendid condition, and they indicate unusual care. The boys generally have a pride in the preservation and the fine appearance of their teeth.

## DOMESTIC ECONOMY

The domestic service of the College has still further put to the test the plans earlier introduced into the Dining and Service Building and the remodeled pantry and dining rooms of Lafayette Hall. As these facilities are tried out, we are gratified at the way in which they meet the needs of the College. Adaptations, renewals, and further developments are necessary in a growing organization with a multiplicity of detail, but the Girard College plant is, we trust, strictly up to date in its material features, and every effort is made to install modern approved appliances, and to make the work as effective as possible. We may well be encouraged by the frequent visits here of officers of other institutions and students of domestic economy. More than once have we been asked to supply the blue print drawings of our Dining and Service Building to those who were projecting and developing similar lines of work. Best of all, the plan on which these buildings are operated appears to be working to the great good of the boys.

The plans which have been made for the two buildings above mentioned are being applied in modified form to the dietary arrangements in the houses at the west end of the grounds. The central kitchen plan for these six houses, with a basement tunnel communication and dumb waiter deliveries into the serving pantries, has been found to operate quite as satisfactorily in the new houses as it did in the larger buildings to which it was earlier applied. A central storeroom and kitchen give the opportunity for economies in purchases and in the use of machinery in the preparation of food. Unquestionably, the per capita cost at Girard College is materially lowered by the arrangement for central storerooms and kitchens.

The taking of the younger boys to the west end of the grounds, along with the occupation of the new houses, made a necessary increase in the provisions for clothing. These small boys, who have several squares to walk in all sorts of weather, need the protection of raincoats and a larger use of overcoats than was necessary when they were housed in the old Junior School Building. The total expenditure for clothing during

1929 was \$130,936.39, which was a decrease of \$109.78 in the amount expended for the same purpose in the preceding year. The per capita expenditure for clothing in 1929 was \$85.81.

The per capita cost for subsistence during 1929 was \$209.11, but if the number of officers and employes who are entitled to meals be included in the total the average for the year would be \$174.28. Should the fifteen hundred and twenty-six boys, which is the average of attendance, be made the basis of computation, the per capita cost for food stuffs for all meals was sixty-two and five eighths cents per day. Should the officers and employes who are entitled to meals be included in the computation, the cost per person per day for food stuffs becomes approximately fifty-two cents. This latter figure is two and two-thirds cents per day more than was the cost of food stuffs in 1928. In making this calculation, we have considered the calendar year as eleven months, as approximately one-half of our population is absent for each of the summer months.

The per capita expenditure for the maintenance of the College during 1929 was \$1,147.52, which is an increase of \$26.61 over the per capita cost of maintenance for 1928. Taking the per capita for the three years preceding 1929, it is found that in 1928 the cost was \$1,120.91; in 1927, \$1,047.75; and in 1926, \$1,088.59. Considering the extra services which the College has been rendering in recent years, the up-keep of new buildings, the necessary increase in employes, and the more efficient attention to boys, educational and otherwise, we may well be gratified that the per capita cost has not increased more than it has. There is also a source of satisfaction in the comparison with the per capita expenditures in certain other institutions, and particularly the expenditures in some of the high grade private schools. The table of expenditures for 1929 and the distribution of the per capita into the chief items are shown on the next page.

The total Ordinary Expenditures in 1929 for the maintenance of Girard College amounted to \$1,757,335.79, less \$6,-221.88, the amount of stock on hand on November 30, 1929, in excess of the amount on hand on December 1, 1928, leaving a net amount of \$1,751,113.91 as the cost of maintenance. The average number of pupils maintained was 1526 and the cost of maintenance per capita \$1,147.52 as follows:

General Administration .....	\$ 56,985.44	\$ 37.34
Retiring Allowances .....	42,278.92	27.71
Group Insurance .....	10,732.40	7.03
Admission and Discharge .....	51,766.10	33.92
High School .....	260,461.50	170.68
Middle School .....	82,412.34	54.01
Junior School .....	38,509.35	25.24
Physical Training and Athletics.....	32,141.51	21.06
Library .....	22,392.76	14.68
Battalion of Cadets.....	17,939.95	11.76
Instrumental Music .....	25,209.22	16.52
Chorus .....	4,519.34	2.96
Special Classes .....	6,205.57	4.07
Professional Improvement of Staff.....	829.69	.54
Excursions and Field Visits.....	5,141.39	3.37
Lectures and Entertainments .....	1,240.00	.81
College Home Life .....	215,698.14	141.35
Department of Health.....	80,136.34	52.51
Food and Dining Room Service.....	475,567.46	311.65
Clothing, including overhead.....	171,724.21	112.53
Laundry .....	72,747.64	47.67
Maintenance of Grounds.....	43,304.43	28.38
Garage .....	7,206.46	4.72
Incidentals .....	2,527.04	1.66
Transportation of Pupils.....	10,120.84	6.63
Insurance .....	8,062.21	5.28
Celebration of Founder's Day.....	5,253.66	3.44
	<hr/>	<hr/>
	\$ 1,751,113.91	\$1,147.52



## GROUND S AND BUILDINGS

Notable improvements in the grounds and buildings of Girard College have been effected during the year under review. The greatest of the changes was the completion of the new houses at the west end of the grounds, described above in the account of the house system. As these houses are brought into use, we are gratified with their completeness and adequacy to meet the needs for the all-round life of groups of younger boys. The whole section of the ground on which the houses are located has been transformed, and no greater forward step has been taken in Girard College in recent years than the reclaiming of this area and the construction of the six houses which have been placed there. Of this improvement, we may well say that good buildings are a wise investment. These houses are substantially constructed and will last for generations: they will be for years to come a perennial source of satisfaction.

Another feature of the program of enlargement was added during the year by the building of a running track about the parade ground north of Founder's. Mr. Lawson Robertson, head coach of the track teams of the University of Pennsylvania and coach in charge of the last American Olympic team, and Mr. Percy H. Wilson, Executive Engineer of the University, gave counsel as to the layout of this track, the building of its turns, the cutting down of grades, and the establishment of better levels. When the work had been completed, Messrs. Robertson and Wilson came for an inspection and submitted a formal report saying, "In our opinion, the track is a very satisfactory one, and we believe that you will get the best of service from it."

It is a great pleasure to chronicle the award by the Board of Directors of a commission to the well-known sculptor of youth, Dr. R. Tait McKenzie, to design a memorial to the alumni of Girard College who served in the great war. Numerous sites were considered for the erection of this memorial, resulting in a decision to place it in the square between Mariner and Merchant Halls, and bounded on the north by the Dining

and Service Building. Of the conception of this study and the plans under which it is being prepared the sculptor makes the following statement: "It is proposed to place the Memorial in the center of the square between blocks three and four and opposite the high school. These beautiful marble buildings, severely classical in character, call for a quiet and dignified composition, Greek in feeling, to complete the square and harmonize with the surrounding buildings which are to frame it.

"With this in mind I have taken the idea of 'Dedication to Service' as the theme of the memorial.

"The main figure is a standing woman, draped in Greek dress, representing Patriotism. In her left hand is a mingled wreath of laurel and poppies, the rewards for those who are to live and of those who are to die. She is leaning forward slightly, with bowed head, brooding over the youth on whose shoulder her right hand is lightly placed, dedicating him to the duty that lies before him. The youth represents the Girard boy offering himself for service, a modern Sir Galahad. He kneels on one knee and grasps the sword, symbolic of the service he is to offer to his country. His head is raised eagerly and the whole figure radiates the enthusiasm and idealism of youth.

"The group rests on a white marble die with two steps, and all four sides would be available for lists of names and the necessary inscriptions. The entire group, with the pedestal, should be about twelve feet in height."

Dr. McKenzie's work is well known both in the old world and the new. His statues in Philadelphia, in the Dominion of Canada, in Cambridge, England, and Edinburgh, Scotland, have won for him recognition as one of the world's great sculptors. The classic setting and the theme itself, will, we believe, furnish an opportunity which will call forth Dr. McKenzie's best effort. This memorial will complete the series along the main road, filling in between Mariner and Merchant to correspond with the memorials already placed between Founder's and Mariner, and Merchant and Banker Halls.

The completion of the Directors' Room of Founder's is one of the accomplishments of the year. This room has been restored to the style of the period in which the building was erected. Four murals, done by George Gibbs, are the feature of the room. The color tone of floor covering, furniture, draperies, and wall, and the ceiling finish all contribute to an effective setting for the paintings. The room as finished has a limited amount of furnishings and has a pleasing dignity and simplicity. The paintings represent four interests of Girard's life and are believed to be historically correct. They give a setting and a background that make Girard as a personality much more real than anything heretofore done to memorialize him. The legends which have been attached to the four pictures and descriptions of the meanings which the artist sought to convey have been set forth as follows:

## I

### (East Panel)

#### Citizen and Humanitarian

The first mural deals with the period of Girard's life when he forgot all other interests, and became merely a citizen and humanitarian. The yellow fever had broken out in Philadelphia in 1793, and the city was almost deserted by its terrified citizens. Of the twenty-five thousand persons who remained in the infested district, over four thousand died between August 1 and November 9. The danger of a further spread of the disease was so great that the library, the coffee-house, and most of the churches were closed.

In this emergency, a hospital or "pest house" was established far from the center of the city. "Bush Hill Hospital," as it was called, had formerly been the mansion house of the Hamilton family, situated on the rising ground at what is now about Nineteenth and Hamilton Streets. Stephen Girard and Peter Helm volunteered on September 15 to act as Superintendents of this hospital, and a refugee physician from San Domingo, Doctor Jean Deveze, offered

his services as a resident physician. Girard took the more difficult and dangerous part of the service, and for sixty days performed both day and night duty, receiving, nursing and caring for those stricken. Owing to the scarcity of helpers, he had, in some instances, to go to the fever-infested homes to get the sick. He carried patients to the coaches and from the coaches to their beds, nursed them, comforted the dying, and finally wrapped the corpses in sheets to be carried out to their places of burial.

The mural shows Stephen Girard receiving a fever-stricken man who is being carried by Peter Helm and the driver of the coach. Doctor Deveze is coming with a stretcher. The woman appealing to Girard is the daughter of the stricken man. Girard is represented as forty-three years of age.

## II

(West Panel)

### Mariner and Merchant

The second picture in chronological sequence (west panel) shows Girard on his wharf at Water Street superintending the unloading of "The Good Friends," his favorite ship. The goods are being carried in at the rear door of his warehouse.

The date is about 1806-07 when Girard was at the height of his career as a merchant, and before the War of 1812 had made it difficult for his ships to sail abroad. His Water Street house stood for many years on the present Delaware Avenue between Market and Arch Streets, and scenes such as that depicted in the panel were an almost daily occurrence, for Girard always kept in close personal touch with the details of his various enterprises. Girard is supposed to be about fifty-six or fifty-seven years old.

While the yellow fever episode shows one trait of Girard's character, nowadays very little known or appreciated, the period depicted in the west panel portrays Stephen

Girard in the character he probably loved the best. He had become a sailor in his youth, the life of the sea attracted him, and he had acquired intimate knowledge of the ports of the world. After he prospered he became more the merchant than the mariner, though the life of the sea still appealed to him. One of his biographers has written, "No man, perhaps, ever possessed so great and perfect a genius for trade and commerce as Stephen Girard—not that superficial trick of mere cunning, that exults in a dash of speculation, but that sound penetration, and varied knowledge of the products of countries, and the states of the markets; the seasons and climates of various nations, which constitute what may be termed, the mental chart of the intelligent, talented, and liberal merchant."

### III

(South Panel)

## Banker and Patriot

The painting on the south wall represents Stephen Girard, the banker and patriot. Girard was an interested observer of the first United States Bank, modeled after the Bank of England. This Bank was opened in Carpenter's Hall in 1791 and continued there until 1797, when it was removed to its new building on South Third Street, a building which still stands between Chestnut and Walnut Streets. But the First United States Bank was discontinued in 1811, whereupon Stephen Girard bought its property and established a private banking institution, with the title, "Bank of Stephen Girard".

Girard's versatility as a business man was shown by the promptness and skill with which he changed his investments from mercantile operations to banking. He quickly availed himself of the opportunity presented by the closing of the United States Bank, and his private bank became one of the great financial institutions of America. In the War of 1812 the Government at Washington was without ade-

quate machinery for its financial operations. Girard's insight and self-sacrifice enabled him to render the United States a patriotic service of great importance, which made him a national character. A loan of sixteen million dollars was sanctioned by Congress, and Girard's bank was selected to receive subscriptions in Philadelphia. But the response to the loan was disappointing, and it was through Girard's efforts and his personal subscription of more than three million dollars that the Government was enabled to go forward in the successful prosecution of the war. In the painting Girard is shown about to get into his gig for a visit to his country place in Passyunk township. He is here shown as sixty-three years old.

#### IV

(North Panel)

### Altruist and Benefactor

On the north wall is a representation of Stephen Girard in Apotheosis—not a literal representation of a historic scene, but a representation of the man as he might have liked to be seen, as the friend and benefactor of thousands of boys who, without fathers to guide them, were to take advantage of his forethought and generosity.

Girard stands before the great building in which these paintings are placed, one of the world's fine examples of Greek architecture. To him are coming the boys of all the years from 1848 until the present time, with their mothers who are happy to place the boys in the security of such an institution. Some of the boys are timid, some hesitant, others courageous; the boys are from all sorts and conditions of life; of various stations, also, are their mothers, whose only misfortune is the lack of means to educate their sons as carefully as Stephen Girard could educate them. Girard is here represented as eighty-one years old.

Time reveals true worth, rebukes mere self-seeking and justifies the wisdom of such a noble experiment as this

of Stephen Girard. Experiment it no longer is, but an example to all posterity of a dream come true, a dream as beautiful as is the building before which Girard stands, and as enduring as are the massive columns which support its sheltering roof.

More than eleven thousand boys have already gone forth from the College that Stephen Girard endowed to lives of usefulness, and many of them to places of distinction. Yet his service to humanity and to the State may be said to have just begun. Were power of speech given to Girard's lips, we might well fancy him uttering the words credited to him during his lifetime: "My deeds must be my life. When I am dead my actions must speak for me."

When the paintings were all in place and the room had been completed, an invitation was extended for a private view, at which the artist was present and spoke briefly on the way in which he had sought to execute his commission. A distinguished company of Philadelphians came for this view, including Mr. Edward Biddle, grandson of Nicholas Biddle, the President of the first Board of Trustees of Girard College, Russell Duane, Esquire, the great-grandson of William J. Duane, Girard's legal adviser and the author of Girard's will, Joseph C. Lincoln, the author of Cape Cod stories, Honorable Robert von Moschzisker, Chief Justice of the Supreme Court of Pennsylvania, Dr. William W. Keen, the celebrated surgeon, and numerous others.

Several who have seen the paintings have expressed a wish to have reproductions of them, and the matter of having these made, either in colors or in black and white, has been considered, but as yet no plan has been adopted. The Girard College calendar would offer an opportunity to give a general distribution to reproductions of these four paintings. Some action in the immediate future we trust may open the way for a wider dissemination of the work of a distinguished artist, which has given an added meaning to the activities and accomplishments of Stephen Girard.

Immediately on the occupation of the new houses at the

western end of the grounds the demolition of the old Building Number Seven was begun. [Plans for a new Junior School Building to take the place of Building Seven were approved during the year, and a contract has been let for the new construction, which is scheduled for completion during the summer of 1931. This new Junior School Building will be constructed in three units connected by a corridor. The new building will have a considerably longer north and south axis than the old one had. This will bring the new building forward nearer to the main road to correspond with the location of the other buildings. By this arrangement, the east and west extension of the building will be materially reduced, thus increasing the play area for the younger boys by about sixty per cent. Inasmuch as the newly planned building will accommodate eighty more boys than were accommodated in old Number Seven this increased play space will be necessary, and in addition provision will be made for recreation space on the roof of the new building.

With the completion of the new Junior School substantial progress will have been made in completing the enlargement program which was entered upon in 1926. Already studies have been made for the houses for executives to be placed on the east end of the grounds, looking to a possible adaptation of Building One for four groups of boys under a more complete house plan of organization than is possible in the use of our older dormitory buildings. Studies are also in progress looking to the erection of a library building east of the Lodge, thus giving an opportunity for remodeling the first floor of Founder's. The increased population of the College will force a consideration of the question whether the Chapel should be enlarged or rebuilt. This is already being considered by the Committee on Enlargement.

Of the original comprehensive plan the rebuilding of Banker Hall remains. Further use has shown that this building is not well suited to its purposes; moreover a reconstruction of it will afford an opportunity to increase the number of boys in the College. These various building changes and enlargements will accomplish the double end of



serving the boys we now have more satisfactorily and of extending the services of Girard College to upwards of four hundred additional boys.

## PRIZES

The key man prize was continued, two awards being made, as follows :

September—William Klose, Class of June, 1929.

February—Reed L. McCartney, Class of January, 1930.

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented, according to the terms of the will of the late General Louis Wagner, to the students of the graduating classes having the highest scholarship averages for their last two years' work :

September Award—Frank L. Schatzle.

February Award—Reed L. McCartney.

Prizes awarded by the Girard College Alumni to the three members of the Senior classes for the best original declamations were presented in February :

1. Gilbert D. Burleigh.....	\$15.00
2. Thomas E. Bramble.....	10.00
3. Edwin L. Sherwood.....	5.00

Bronze medals were presented by l'Alliance Francaise to the pupils of the High School showing the greatest proficiency in the study of the French language and literature :

September Award—Otto G. Gimmi.

February Award—Leo Milner.

The "Early Eighties" prizes presented in the name of John Humphreys were awarded in September for the best descriptive essays on the annual trip of the Senior Classes to the coal properties of the Girard Estate in Schuylkill County and in February for the best descriptive essays of the annual trip of the Senior Classes to Washington, as follows :

## September

1. Oscar D. Dreyer.....\$8.00
2. Edwin L. Sherwood.... 5.00

## February

- Gerald Smith .....\$8.00
- Thomas E. Bramble..... 5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn, for the best essays on "Thrift," by the pupils of the second High School year, were awarded as follows:

## September

1. Robert M. Tennant.....\$6.00
2. Juan L. DeZengotita.... 4.00
3. Edgar H. Haldeman.... 3.00

## February

- Lloyd C. Minter.....\$6.00
- Alfred W. Estill..... 4.00
- Leo Milner ..... 3.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers, for proficiency in drafting or some branch of manual training, were awarded as follows:

## September

1. Walter M. Reinecker, Machine Shop Practice.....\$8.00
2. William H. Edmunds, Trade Drafting ..... 5.00

## February

1. John C. Howell, Patternmaking.....\$8.00
2. Merrill R. Rex, Printing..... 5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell, for proficiency in penmanship, were awarded as follows:

## September

1. Charles A. McBride. .\$.8.00
2. William P. Fornwalt... 5.00

## February

- Alfred Moscariello .....\$8.00
- Raymond F. Ford....., 5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer, for proficiency in chemistry, were awarded as follows:

## September

1. Lawrence D. Felmlee...\$12.00
2. Edgar M. Orwig..... 6.00

## February

- Edgar M. Orwig..... \$12.00
- George W. Bruce..... 6.00

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania, for general proficiency in athletics, was presented in February to Dominic Latella.

Three prizes, awarded by Mr. Harry Brocklehurst, Class of 1871, for the best essays on "Safety Devices," were presented in February to:

- |                            |        |
|----------------------------|--------|
| 1. George T. Lowe.....     | \$5.00 |
| 2. Andrew W. Padget.....   | 3.00   |
| 3. Lawrence A. Smith ..... | 2.00   |

Two prizes awarded by the Girard Alumni of Central Pennsylvania to the students from that region attaining the best record in scholarship, athletics and deportment combined were presented in February to:

- |                               |         |
|-------------------------------|---------|
| 1. William E. Kerstetter..... | \$15.00 |
| 2. Christian B. Handiboe..... | 10.00   |

The George C. Windle Prize of \$25.00, awarded by the Girard Club of Wyoming Valley to the student from the Greater Wilkes-Barre District attaining the best record in scholarship, athletics and deportment combined, was presented in February to James N. Strittmatter.

The Girard Band Association Prizes, awarded to students showing the greatest advancement in proficiency on the stringed instruments, were presented in February to:

- |   |        |
|---|--------|
| 1. Edward W. Westman, Violin.....       | \$5.00 |
| 2. Harold R. Williamson, Double Bass... | 2.50   |

The Howard L. Williams prize, awarded to the students of the graduating classes attaining the greatest proficiency in shorthand, were presented to:

- |                                       |         |
|---------------------------------------|---------|
| September Award—Oscar D. Dreyer.....  | \$10.00 |
| February Award—Reed L. McCartney..... | 10.00   |

The F. Amédée Brégy prizes of \$2.50 each, awarded to the students of the Art Class producing the best water color and the best drawing, during the year, were presented in February to Lee F. Gassert and Henry A. McLaughlin, respectively.

Bronze medals awarded by the American Legion through the Stephen Girard Post, No. 320, to the students of the high-

est grammar school grade for the best record in scholarship, athletics, and citizenship combined were presented to:

September Award—Anthony Ispokavice.

February Award—Frank DeSanto

Special Prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards:

1. William H. Edmunds, Company D, Gold Medal.
2. Walter L. Mason, Company C, Silver Medal.

February Awards:

1. Robert Rees, Company D, Saber.
2. Reed L. McCartney, Company B, Silver Medal.

A silver medal was awarded each term to the cadet ranking highest in individual drill and a bronze medal to the cadet ranking second:

September Awards:

1. Earl R. Tanner, Corporal, Company C.
2. Robert B. Lloyd, Sergeant, Company C.

February Awards:

1. Manfred O. Garibotti, Private, Company D.
2. Robert B. Lloyd, Sergeant, Company C.

Photographs of the winning companies were presented to members of those companies.

Prizes presented by the College in February for proficiency in piano music:

- |                           |        |
|---------------------------|--------|
| 1. John R. Brown.....     | \$5.00 |
| 2. Owen D. Smithgall..... | 2.50   |

Prizes presented by the College for proficiency in manual arts:

September Awards:

- |  |        |
|--|--------|
| 1. John B. Banning, Books to the value of.....     | \$5.00 |
| 2. Willard O. Hoffmire, Books to the value of..... | 3.00   |

#### February Awards:

1. Arthur S. Englebach, Books to the value of..... \$5.00
2. Lester W. Hunt, Books to the value of ..... 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice:

1. Thomas H. Powell, Books to the value of.....\$5.00
2. Robert M. Schutz, Books to the value of..... 3.00

### ADMISSION AND DISCHARGE

The Department of Admission and Discharge functions in the selection of boys for admission into the College, in the maintenance of a close relationship between the College and the homes from which boys have come, during their period of residence, and in the furtherance of relations between the boys and the College after they leave. Girard College has probably fewer problems brought about by the interference of home influences than have most schools. Similarly, we are in no sense embarrassed by the interference of alumni. A headmaster of experience is said to have remarked that he would find relief in being the superintendent of either an orphanage or a correctional institution, on the ground that the parents would never interfere with the orphanage, and that he would not be troubled by the alumni of a correctional institution. The great English headmasters of seventy-five or a hundred years ago were said to be ruthless in dealing with parents. Dr. Cyril Norwood quotes the following, attributed to these headmasters, to illustrate their attitude: "The boys are always reasonable, masters sometimes, and parents never." But Dr. Norwood follows this with the statement that in England at present harmonious and coöperative relationships are maintained between masters and the homes from which boys come. Schools establish parents' evenings, and find other ways of exchanging points of view on the progress and welfare of boys in whom parents and teachers are jointly interested. Mothers' Day receptions at Girard College three times a year, monthly and term reports, special communications in case of critical illness or any other matter affecting boys' welfare, visits to

the homes by the officers of Admission and Discharge in cases where there is any need either of getting first hand information of conditions in the home or of giving the home needed information as to a boy's standing, progress, or welfare—all these serve to identify the interest of mothers or guardians of the boys with the school service.

The first contact with a boy's home follows as soon as practicable after an application for his admission has been registered. With the registration, there is given to the mother instructions on the care of her boy, which point out the desirability of his attending a good school so as to maintain normal progress, and of attention being given to his physical condition. Usually, two or three visits are made to a boy's home in the twelve to fifteen months during which his name stands on the waiting list. These visits are made the occasion for assembling the case history, giving all pertinent facts as to a boy's family, antecedents, and school progress. These case histories are invaluable when a boy is presented for the admission examination. They serve also to establish a relationship between Girard College and the boy's family, and to promote an understanding which is mutually advantageous during the period of his residence in the institution.

The Superintendent of Admission and Discharge reports a total of 624 boys on the waiting list on December 31, 1929. At the corresponding date in 1928, the number on the list was 516; in 1927, 522; in 1926, 507; in 1925, 523. The number on the waiting list on December 31, 1924, was 644; at the same date in 1923, the number was 721; and in 1922, 712. The increase in registrations would indicate a swinging back to the conditions of the earlier years here mentioned. This increase of 108 boys on the waiting list during the last year does not evidence any lessening of the demand for the services of Girard College.

During 1929, 275 boys were examined for admission into the College, of which number 170 were received. This indicates that 61.8 per cent of the boys presented qualified for admission. The Superintendent of Admission and Discharge reports that relatively fewer boys failed from mental retardation in the past

year than in years preceding. The data of the failure to meet the tests are as follows: Failure to pass the psychological and school examinations, eighty-one; failure to pass the psychological and school examinations and to qualify in the physical examinations, sixteen; failure to qualify in the physical examination, seven; and refused because of the financial condition of the mother, one. The results of the psychological, school, and anthropometric examinations, the age at entrance, and the admission classifications are shown in the accompanying tables:

PSYCHOLOGICAL		AGE AT ENTRANCE	
Excellent .....	27	6 -6½ .....	2
Good .....	53	6½-7 .....	8
Average .....	84	7 -7½ .....	45
Unsatisfactory .....	6	7½-8 .....	22
		8 -8½ .....	33
SCHOOL		8½-9 .....	14
Good .....	25	9 -9½ .....	28
Average .....	122	9½-10 .....	18
Unsatisfactory .....	23		

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170

ANTHROPOMETRIC	
Above standard .....	124
Above in Height.....	6
Above in Weight.....	25
Below standards .....	15

CLASSIFICATION	
Above grade .....	23
On grade and less than one year below.....	96
More than one year and less than two below.....	51
Below normal by Formboard.....	5

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170

Of the one hundred and seventy boys received, seventy-one were graded as in good physical condition; eighty-seven as normal; and twelve as fair.

Since in the years immediately preceding the numbers on the waiting list have been slightly reduced, there has been a shortening of the period during which boys' names stand on

the list. In consequence of this, many boys are now examined after their names have been on the list for little more than a year, and in some instances recently we have had boys, not born in the old city of Philadelphia, whose time of waiting has been less than a year, and who were slightly under seven years of age.

With the increased rejection of applicants and the tendency to register younger boys, the practice of re-registering a boy who has once failed has grown. During 1929 we had examinations of some boys who had been twice re-registered. It is true that in some cases, by special attention in good schools, a boy who fails once can be speeded up so as to pass the examination at the second trial. In the main, however, the boys who fail on the first examination continue to fail in any succeeding examination or examinations which they may try.

The rating of boys at admission is revealing in connection with the records they make in the College. All of the boys who were graduated during the past year and those who completed the Intermediate High School course have been arranged according to the examinations by which they were received. The results, as indicated in the accompanying table, show that the great preponderance of those who graduated are of the "normal" and "good" group in the examination listings.

#### PSYCHOLOGICAL AND SCHOOL RATINGS OF GRADUATES, AT ADMISSION

Normal-Normal .....	34	Fair-Normal .....	2
Good-Good ... ..	15	Fair-Fair .....	11
Good-Normal .....	16	Fair-Poor .....	2
Normal-Good .....	2	Poor-Fair .....	2
Normal-Fair ... ..	12	Normal-Poor .....	1
Good-Fair .....	2		

#### PSYCHOLOGICAL AND SCHOOL RATINGS OF INTERME- DIATE HIGH SCHOOL BOYS, AT ADMISSION

Normal-Normal .....	3	Good-Fair .....	1
Good-Good .....	1	Fair-Fair .....	8
Good-Normal ... ..	2	Fair-Poor .....	1
Normal-Fair .....	5	Poor-Fair .....	1



The figures as to the ways in which boys are discharged furnish interesting data. Fifteen or twenty years ago the smaller proportion of the boys leaving went as graduates. In the last five years the percentage of the boys who completed the curriculum and were dismissed "with honor and credit," as the diploma says, is as follows: In 1925, 48.7; in 1926, 47.6; in 1927, 61.8; in 1928, 55.7; and in 1929, 54.7.

The Department of Admission and Discharge renders valuable aid in securing Saturday employment for the older boys. The Superintendent reports that the Saturday employment has fallen below the normal during the past year. In the periods immediately preceding Easter and Christmas, there are intervals of several weeks when one hundred or more boys are at employment in the Philadelphia stores on Saturdays, most largely in the department stores.

The Department renders a further service in arranging for the summer employment of older boys. In the period of industrial prosperity during the World War, and immediately following, the demand for our boys for summer employment was large. In recent summers, however, this demand has fallen off. Nevertheless, one hundred and fifteen Girard boys were at employment during the preceding summer vacation. A few of these found positions in their home towns at a distance, but the larger number were employed either in Philadelphia or the suburbs adjacent. Fourteen of these boys found employment on farms.

The Department of Admission and Discharge carries a series of separate ledger accounts of boys' earnings. In 1927 there were two hundred and fifty-four such accounts, aggregating \$4,600.01; in 1928 the number of accounts was two hundred and forty-eight, and the aggregate amount deposited \$4,084.27; in 1929 the number of accounts was two hundred and seventy-six, and the aggregate amount of deposits \$3,149.07.

Owing to the scarcity of employment mentioned above it is difficult to find suitable places for the boys leaving the College. This applies more particularly to the boys who leave in advance of graduation or the completion of the course

in the Intermediate High School. Under the present compulsory education laws, and considering the amount of unemployment, it becomes exceedingly difficult to place boys who are under sixteen years of age. The best opportunities for these younger boys are found with the Western Union Telegraph Company, or on farms. We find that farmers are willing to take relatively young boys and develop them and send them to school. Quite a number of boys who were not deriving profit from being in Girard College have satisfactorily fitted into the rural conditions.

The field agents of the Department of Admission and Discharge are more and more combining their activities. The earlier plan left the matters affecting admissions to the young women who were doing the field investigation, reserving the employment problems to the Superintendent and Assistant Superintendent. As boys from distant parts of the state tend, however, to go back to their own homes, that arrangement means a duplication of travel, with an inevitable increase of expense. During the past year the plan has been worked out of compiling a geographic list of all prospective and past students living in a given locality, so that at the same time the visits are made to the homes of applicants, visits can similarly be made to the homes of the old boys. The relationships established between the field agents and the mothers of the boys carry over, even after the boys are discharged.

## ALUMNI

Dr. William Pepper, Provost of the University of Pennsylvania, and founder of the General Alumni Society of that institution, made the following comment on alumni feeling and relationships: "The traditional love for Alma Mater based on the ties of early friendship, and on the memories of the happy days of youth, continues and will never fade; other ties are formed; other associations bring us in contact with congenial natures and lead to confidence, esteem, and affection; but thrice happy is he whose heart still cherishes the frank, unselfish, well-nigh instinctive attachments of his col

lege years." This sentiment beautifully expresses the regard in which Girard alumni hold the institution which has contributed to their upbringing and education.

Numerous alumni organizations have continued their interest in College matters during the past year. Alumni groups are active in the Lehigh Valley about Allentown and Bethlehem; in the Wyoming Valley, centering about Wilkes-Barre and Scranton; in the anthracite region, centering about Pottsville and Girardville; in the region of which Reading is the center; and in the central Pennsylvania district with Harrisburg as the center. Less active groups center in Altoona and Pittsburgh. Several of these groups arrange to subsidize prizes, in some instances the prizes being given to those boys from the section from which the alumni group is drawn who have made the best record in Girard College. These groups also seek to promote the welfare of Girard boys who are going back to their own region to begin their employment; they ask for the names of these boys and use their best endeavors to aid them in securing positions. These various alumni groups meet from time to time, usually at evening dinners. Requests come frequently for a representative, or representatives, of the College to meet with the groups and give them messages from the old school. The Superintendent of Admission and Discharge naturally finds in these alumni gatherings opportunities to serve the boys whom he wishes to place, and a means of keeping in contact with boys who have left the College.

The receipt of messages of remembrance and good will from the old boys is a pleasant experience of the year. We always receive a sheaf of letters and telegrams from former students on May 20. It has come to be a common practice for old boys to write back on the anniversaries of the days when they entered the College, expressing their indebtedness to the institution which has done so much for them.

Girard alumni interest is genuine, and seeks to find ways in which it may express itself in some tangible service. Numerous prizes have been established by individuals and alumni groups, and some of these have been endowed and are to continue in perpetuity. Other individuals and groups come for-

ward asking how they can do something to aid the boys now in the College or give an expression to their feeling of indebtedness. To many of these requests we can only say that the College does not need the money of the alumni so much as it needs their interest, sympathy, and personal help. Visits of alumni who have been conspicuously successful never fail to interest the boys in the College, and such contacts are always helpful.

One of the ways in which the alumni have been able to serve is by contributing toward the maintenance of scholarship funds, which go, not to the direct service of the boys now in the College, but to the aid of those who have recently graduated. Every year we make a general appeal for contributions to the scholarship fund, and it is a pleasure to report that both the number of contributors and the amount of the contributions gradually increase. This is fortunate, for the need of scholarship aid grows steadily. The seventy-two boys who were in colleges and universities in 1928 have been increased to more than eighty in 1929. They attend twenty or more colleges and professional schools in the Middle West, the Middle States, and New England. Many of these boys are preparing for teaching, a few for the ministry, but the larger number look forward to business or commercial life. No more useful service can be rendered by Girard alumni, either individually or collectively, than to aid the worthy members of their own group who are seeking by means of higher education to better their preparation for life. The help of the alumni in this direction has been greatly appreciated, and we look forward with the expectation that there may be an enlargement of this aid in the years to come.

## CONCLUSION

Sacred Writ says, "The destruction of the poor is their poverty." Poverty, without the means of breaking down the barriers which it imposes, may prove the worst of curses. At the opening of the section of his will dealing with the College Girard said that, having been for a long time impressed with the disability under which the poor labored through lack of

education and preparation for life, he sought to overcome the evils of poverty by giving through education in the institution which he was about to establish a better opportunity than was furnished, as he said, through the use of public funds.

Much discussion was precipitated during the past year by the enunciation by Mr. Julius Rosenwald, of the principle that any perpetual endowment is a "blight"; Mr. Rosenwald argued to the conclusion, "No institution and no foundation can live forever." One may well question the hypothesis which underlies Mr. Rosenwald's conclusion that the need for endowment funds or charitable aid may disappear. The wisest and most discerning teacher of His own generation and of all generations said, "Ye have the poor always with you." The twenty centuries that have passed since these words were spoken have seen no lessening of the need to serve the poor and the unfortunate. So far as human vision can now discern this need will not cease. Indeed, with the growth of modern industrialism, and the tendency for families and individuals to look to the government and to cooperative effort for meeting the emergencies which inevitably will come in some of their lives, it would appear that the need for endowments and community services becomes greater rather than less. In evaluating the work of Stephen Girard, it should always be borne in mind that he left the management of his estate to the Mayor, aldermen, and citizens of Philadelphia. Recognition should also be given to the provision in the Girard will that of necessity he left to the Mayor, aldermen, and citizens, many of the details in the carrying out of his bequest. Repeatedly, by legislative enactment and judicial decision, Girard's provision has been given new interpretations and enlargements of purpose in order to meet the new conditions which Girard himself foresaw were certain to arise. As to the far-reaching beneficial effects of the bequest of Stephen Girard, no fair-minded and discerning man who has informed himself as to the character of the bequest itself, and the way it has been and is being carried out can raise a serious question.

A modern economist has challengingly defined wealth as private capacity to minister to social need. This imposes

upon wealth the obligation of contributing to human welfare and betterment. Dr. Charles C. Albertson holds that this definition is not only sound from considerations of economic policy, but that it is also sound religiously, and he quotes the words of St. Paul, "I am debtor both to Greeks and to Barbarians, both to the wise and to the foolish." This means that Paul recognized his indebtedness for what the world had done for him and also his obligation to do what he could for the world. America gave an open door of opportunity to Stephen Girard. Here he accumulated great wealth, here he served his fellow men during his life, but he recognized an obligation even more fundamental, to continue to serve the city and state of his adoption, and also, if possible, the cities of New York and New Orleans with which he long had commercial dealings. Girard's purpose to establish a continuing service through the dedication of his wealth to meet the needs of the future is one of the world's finest examples of a recognition that wealth is the private capacity to minister to social necessity.

The wards of Stephen Girard are, we trust, made to feel, both by precept and example, that as they are the recipients of God-given blessings through the bounty of their benefactor, so they in turn should extend and keep alive the spirit which the founder so beautifully exemplified. We rejoice at the sentiment which the boys themselves placed at the head of the commencement number of the *Girard News* in June last: "The Class of 1929 goes forth to serve." The spirit of service, and of service as an obligation of citizenship is an ideal of the teaching of Girard College.

Stephen Girard saw in neglected and abandoned boys of the street—many of them boys without opportunity who unless aided never would have their fair chance—the embryo of men of parts who should lead lives of usefulness and carry on in a large way the work of the world. These underprivileged boys, through the munificence of their great benefactor, have found their way to the halls of Congress, to the Parliament of the Dominion of Canada, to the presidencies of banks, and to the headships of great industrial enterprises; they have become teachers and guides of youth, ministers of the Gospel, mis-

sionaries, religious workers, and contributors to the welfare of mankind in practically every field of endeavor. Surely, Stephen Girard was not misguided in the provision which he made for the use of his great estate, and the boys who have been trained here, as well as a host of mothers rise up to call down blessings on the memory of the great philanthropist, and to give their meed of appreciation to the Board and the officers who are seeking to carry out his mandate.

The Committees of your honorable Board, charged with supervision over the College, adopted during the past year changes of administrative procedure which can scarcely fail to benefit the College. Each of the three Committees in turn approved a plan by which many minor matters, which heretofore have been brought to the Committees for consideration, are left to the executive officers of the College. Appointments to subordinate positions, business procedure and management, the securing of minor services for the boys, medical and otherwise, have now been given to the officers of the College for administration, in direct coöperation with the Comptroller as a representative of the Girard Estate. The Comptroller represents the Board in keeping expenditures within the budget of appropriations as made at the beginning of the fiscal year, and in maintaining the roll of employes and appointees to minor positions within the established arrangements, both as to numbers employed and wages paid. This change materially reduces the amount of detail which has heretofore been brought to the attention of the respective Committees. This will give the Committees additional time to pass upon the broader questions of policy. In general it has come to be accepted as good administration that a Board, or Committees representing a Board, should pass upon the more general principles and policies which an institution or an educational system undertakes to carry out, leaving to the executive officers appointed by the Board or its Committees the management of routine details. Such would appear to be the significance of the changes in Committee procedure during the past year.

The President of Yale University, in his address to the alumni in 1929, drew attention to what he termed the remorse-

less law of life, applicable alike to men and to institutions—that they either grow or decay—they cannot long remain static. The Superintendent of Household, in reviewing the work under his supervision during the past year, comments on the many changes in buildings, administrative set-up, and methods of work, and makes the observation that one engaged at Girard College comes to feel that “nothing is permanent but change.” Marked changes in method, in the relations of administrative departments, in the routine life of the boys, and in the administrative procedure in the Household work came of necessity with the occupation of new houses designed for quite a different plan of work than was heretofore carried on. We may well rejoice in the necessity for breaking up the lock-step of a fixed routine. The dull level of a monotonous, mechanical procedure is not conducive to desirable educational results, and a building change which forces the abandonment of inherited and long-continued mechanical processes may give a new awakening to members of staff, teachers, and household officers,—to the great good of the boys. Perhaps more than any other of the twenty years for which the present President of Girard College has been preparing annual reports, the past year has been a transitional one; it has been a period of change in building equipment and material appointments of the College. This change has been extended to the summer plans for boys who live in the College during July and August. Change in material equipment has resulted in change of method, and while we cannot always be sure that change is betterment, it is, we believe, quite obvious that the methods of the College have been improved during 1929. The academic preparation and the standard of citizenship of Girard College boys show that the methods of the College are accomplishing the desirable end of graduating better trained and better equipped young men as the years pass.

The community and world interest in Girard College increases rather than diminishes. We are honored again and again by the visits of distinguished foreigners, who come both individually and in delegations. The annual reports of the College are given wide distribution and bring back expressions



of interest from all parts of America, and from Hawaii, New Zealand, Canada, Great Britain, and other parts of the world. The uniqueness of Girard College challenges interest, and educators are always desirous of knowing how its educational plan is operating.

During the past summer the President of the College had the privilege of speaking on Stephen Girard and Girard College to more than five hundred former residents of Pennsylvania, organized as the Pennsylvania Society of Colorado. The response to that address was gratifying, and led to a visit to Clayton College, of Denver, which was modeled after Girard, and to an interesting correspondence with a number of citizens of Colorado. Out of this correspondence came a request for lantern slides and a moving picture film on Girard College from the Honorable George F. Dunklee, Judge of the District Court in Denver. This material was used by Judge Dunklee for repeated lectures on Girard College before various educational and fraternal organizations of Denver.

During the year an illustrated booklet was prepared describing the life and educational activities of the boys of the College. This is the first adequate presentation of the College as a whole which has been available for general distribution. Though the text is not extensive, it furnishes a succinct account of the College. Numerous illustrations give added interest to this booklet.

The Girard College calendar for 1929 was made up on a plan different from that used in former years, presenting twelve illustrations of the Founder and the College, each with an appropriate sentiment either from the Girard will or from other documents expressive of appreciation for Stephen Girard or his College.

The Girard Trust Company gave a leading place to an account of the College in its "Girard Letter" for October, 1929. This carefully prepared and graphically presented account was given a circulation of 40,000 copies, and brought back comments or requests for additional information from all parts of the country. While Girard College does not need to advertise, it does need to be understood, and it is our hope that the efforts

mentioned above and others of like character which have been put forth during the past year are helping to disseminate correct information as to what Girard College is and does.

A review of the activities of Girard College for the past year affords great cause for encouragement. Once again we chronicle the events of a year with no record of epidemics of serious illness, no untoward incidents, no damaging publicity, and in which, on the constructive side, a great family of boys and a large staff have been coöperating in the business of educating these boys and preparing them for the responsibilities of their later lives. The officers of the College unite in feeling that the year 1929 at Girard College has been a little better in the results accomplished and the services rendered than any preceding year. This has been made possible by the munificence of the Founder's benefaction, and the enlightened and large-minded administration which your honorable Board has given to the trust committed to your care. It has been for us at the College a great privilege to work with you in fulfilling the commission which Philadelphia received from Stephen Girard. The far-reaching effect of this work can never be measured by human sight or standards. Ours is the privilege to carry on; we may plant the seed and water and nurture it; the fruitage can be known only to the great and good Father of us all.

Respectfully submitted,

CHEESMAN A. HERRICK,

President.

# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1930

Girard College, December 31, 1930.

*Board of Directors of City Trusts,*

GENTLEMEN:

The year under review marked the twentieth anniversary of our coming to Girard College. Alumni, members of the staff, friends of the College in both the community and the country at large, and the boys themselves took some note of this anniversary occasion, all of which served as an encouragement in the task to which we have been called. In the course of nature, the remaining years of this service cannot be many. The present report calls for a somewhat broader view of tendencies, with both a backward and a forward look.

No message received in connection with the twentieth anniversary was more stimulating than that placed at the head of a letter of congratulation which read, "Every achievement is but a camping place for the night." This served as a reminder of Stevenson's ~~sentiment~~ sentiment: "It is better to travel hopefully than to arrive." Once again we are privileged to chronicle the progress of the year not as an end in itself, but as a camping station on that pathway of advance which has ever characterized the Girard College of the past, and which, please God, may continue to characterize the Girard College of the future.

Plato, the greatest philosopher of antiquity, and the author of the first scientific treatise on education, was the first authority to lay down the dictum that education is a comprehension of the whole of life. This assumption runs through Plato's *Republic* and, more than any other of Plato's ideas, is applicable to education as a training for entrance into modern life.

Probably no wiser definition of education has ever been expressed than that it is the process of adjusting the individual to the life which he is to lead, and of developing in him the powers to meet the needs of that life. Plato said further that a freeman ought not to be a slave even to the acquisition of knowledge. Bodily exercise, he pointed out, when done under compulsion, may not do the body harm, but knowledge ~~which~~ ~~is~~ acquired by compulsion fails to furnish mental strength.

It cannot be too often reiterated, or be stated in too many ways, that the aim of education should be to develop in young people the ability to direct their own courses of action. If education furnishes to the individual the power to make right adjustments to the new situations which he meets, it has prepared him to live worthily. These great ends of education are not to be realized through the injunctions of schoolmasters as expressed in repetitions of "Thou shalt not" and "Thou shalt." Girard College can best serve the boys who are committed to its upbringing by training them to live their lives in the College, and to make their choices and to direct their activities in much the same way that they must live and choose after they leave the College.

Through the instrumentalities of the school the way is opened for youth to serve as "the only living bridge" over which the inheritances of the past and the best of the present can be carried to the period that lies ahead. Teachers should find their greatest inspiration in the thought that their best teaching can be preserved through the youth and be made to live again in the generation to follow. Thus the continuation of the higher and better things in the world is dependent upon education.

One of the great educational events of the past year in America was the White House Conference, called by President Hoover and attended by several thousand leaders in education, child health, and child welfare, representing the country at large. The President opened the conference with a ringing appeal for the rights of children, and pointed out many ways in which the present generation is failing to measure up to the obligations and opportunities which the children of the nation present. Perhaps no single sentence spoken in the White

House Conference was more significant or far reaching than this: "Human progress occurs only when the new generation surpasses the old." Those who were privileged to attend the White House Conference and to come in contact with political and educational leaders, brought back to their work a newer and higher conception of the privilege which is theirs.

Dissatisfaction with our educational ideas and a renewed effort to make education more effective are hopeful promises for the youth of tomorrow. We do not delude ourselves with the thought that Girard College has reached the acme of service to its boys. Such a study as was presented by the White House Conference shows how far we have fallen short of the educational ideal. The preliminary report for that Conference, the series of meetings held, and numerous other educational conventions during the year have focused thought upon the child himself. They serve to remind us that when the Great Teacher was on earth, He began His Father's business when but twelve years of age, and that when later He was teaching a great lesson, He took a little child and set him in the midst of the learners. The *New York Times* has wisely said editorially: "The earth needs the charity of youth to heal it, the ardor of youth to stir it, and the faith of youth to lead it on." What greater romance than shaping the tomorrow of the world through the training of the youth of today! Those engaged in this process may well feel that they do not cover the task of any other member of society.

## CHANGES IN STAFF

### RESIGNATIONS

LLOYD B. GILMAN, B. S., Housemaster.....	January 31
MISS ROSALINE BERMAN, A.B., A.M., Teacher, Junior School	January 31
MISS EVA M. REED, Governess.....	February 28
MISS RUTH D. BEYER, Governess.....	April 15
CHARLES G. DELONG, JR., Substitute Teacher of Typewriting...	June 30
ARTHUR F. SYMOND, A.M., Teaching Housemaster.....	August 31
MISS PAULINE FIGULY, Governess.....	August 31
MRS. ELIZABETH H. WILT, Governess (Retired).....	August 31
MRS. KATHRYN G. KEELER, Teacher, Middle School.....	August 31
GUY W. MERRYMAN, B.S., Housemaster.....	August 31

GEORGE F. FESSLER, A.B., Housemaster.....	August 31
ELLIS P. UPDEGRAFF, A.B., Housemaster.....	August 31
ERNEST PATCHEL, Housemaster.....	October 11
FRANCIS L. ZIMMERMAN, B.S., Teaching Housemaster.....	October 13
MRS. MILDRED C. PALMER, Governess.....	October 31
MISS EDNA M. STEELE, Dietitian... ..	November 28
FRANK O. ZESINGER, Steward (Retired).....	December 31

## DEATHS

SAMUEL P. CAMERON, D.D.S., Dentist-in-Chief.....	April 27
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## APPOINTMENTS

MISS MARION B. MUNN, Teacher, Junior School.....	February 1
MISS HULLDA PIATT, Governess.....	February 1
GEORGE F. FESSLER, A.B., Housemaster.....	February 1
ELLIS P. UPDEGRAFF, A.B., Housemaster.....	March 7
MISS JENNIE P. KAYS, B.E., Governess.....	April 16
CHARLES M. KNOPF, B.S., in E.E., Superintendent of Grounds, Buildings and Supplies.....	June 2
MISS DOROTHY H. WENGER, Teacher of English, Middle School .....	September 1
REYNOLDS JOLL, B.S., Housemaster.....	September 1
MRS. MILDRED C. PALMER, Governess... ..	September 1
MRS. LYNDA H. STAFF, A.B., Governess.....	September 1
HARRY ENGLE, A.B., Housemaster.....	September 1
GEORGE H. CLYNER, A.B., Substitute Teacher of English, I. H. S. and E. I. Classes.....	September 1
DEWITT LANDRY DIETRICH, Housemaster.....	September 1
MISS CAROLINE P. RHODES, A. B., Special Teacher, Elementary School .....	September 22
O. G. L. LEWIS, D.D.S., Visiting Dentist .....	October 13
PAUL M. CHALMERS, A.B., Housemaster.....	October 23
PAUL COFFEY, B.S., Housemaster.....	October 30
I. NEWTON DURBORAW, Housemaster.....	November 10
MRS. BERYL W. IRVIN, Governess.....	November 19
MISS MARGARET RUSSELL, Dietitian.....	November 24

## TRANSFERS

WILLIAM JAMISON, Assistant Steward to Assistant Superinten- dent of Grounds, Buildings and Supplies.....	May 1
J. MAURICE STRATTON, Housemaster to Teaching House- master .....	September 1

RAYMOND L. BURKLEY, B.S., Housemaster to Teaching House-  
 master ..... September 1  
 DeWITT L. DIETRICH, Housemaster to Teaching Housemaster October 14

## THE STAFF

One hundred and fifty selected seniors were privately interviewed in an American college, each for a period of two hours, to learn what had most influenced them during their period of training. The consensus of opinion clearly established that the first influence was the home, or of some member of the family circle—father, mother, brother, or sister. The second greatest influence in the lives of this group was that of some personality with whom they had come in contact in school or college, some teacher or administrative officer, or perhaps some fellow student.

Such testimony ~~as is above summarized~~ should furnish a new stimulus to those in the teacher's calling. In his helpful annual report for 1930, the Rector of St. Paul's School directs attention to the teacher as a sort of keystone to the educational arch. This is well presented by Dr. Drury in a brief summary. "Schoolmasters," said he, "must approach their task with enthusiasm so long as they approach it at all. School work is never doing the same old thing over and over again. Subtly new are the problems; subtly different are the persons. \* \* \* \* \* Those who are privileged to deal with youth must never be victimized into a drudging routine. Always school teaching is an adventure, always school life is a pilgrimage of hope, always leaders of youth, in company with youth, heartily know that the best school days are yet to be."

Numerous changes in staff have occurred during the year under review. Miss Fanny West, a teacher of drawing from October, 1878, to February, 1913, died on October 23rd. Miss West visited the classrooms of other teachers to give instruction in her special assignment. She will be remembered by all of the alumni of her generation as energetic and faithful to the interest committed to her.

Mr. William H. Hager, a former prefect and housemaster in the College, also died during April. Mr. Hager served from

January, 1884, to September, 1926. Throughout, his service was characterized by loyalty and faithfulness. Perhaps he will be best remembered for his having sponsored declamation contests for a number of years.

Mrs. Kathryn Gleason Keeler, a teacher in the Middle School who was married in February, 1930, resigned at the close of the second term. Mrs. Keeler served on the staff of the College for upwards of ten years and did a highly creditable piece of work.

Miss Edna M. Steele, who had given a high order of service in the difficult position of dietitian, resigning at Thanksgiving to be married to a former housemaster, Francis L. Zimmerman.

On January 19, 1931, Winthrop D. Sheldon died, at the age of ninety-one. Dr. Sheldon served as Vice-President from 1892 to 1913 and gave a service characterized by thoroughness and unstinted devotion. He was a graduate of Yale University in the class of 1861 and acted as secretary of his class from the date of his graduation. Dr. Sheldon saw service in the Civil War and was taken prisoner at the battle of Chancellorsville. Before coming to Girard College he had an appointment as Professor of Greek and Latin at Colorado College, Colorado Springs, and had won distinction as a classical scholar through the translation of dialogues and satires from Lucian. He also prepared histories of his class and of the Civil War regiment in which he served, and edited and revised the Girard College *Manual of Worship*.

Numerous friends took note of Dr. Sheldon's ninetieth and ninety-first birthdays. More than a hundred messages of good wishes and good will were sent him on his ninetieth anniversary, and to all of these he replied in characteristic fashion in letters written in his own precise and beautiful hand. His interest in Girard College continued to the end; he cherished the memory of his associates and the boys with whom he had worked. As an old-time schoolmaster he stood for ideals of scholarship and left the memory of a life which is a benediction to all who knew him.

Calvin Coolidge in the choice of his life's companion, who so



beautifully graced the office of the first lady of the land, selected a teacher. Writing on teachers, Mr. Coolidge made the observation that the standards which teachers are required to maintain are continually rising. "The work of teaching," he said, "takes on new dignity with the passing of time. The business of teaching," he held, "tends to rise above a calling, even above a profession, and to enter the realm of an art," adding "The teachers' contribution to human welfare is beyond being estimated."

A most important educational policy for any institution is to provide for improvements in the staff in its services. These improvements may come about in various ways. One useful method is the affording of a sabbatical leave arrangement by which teachers, at intervals, may have a cessation from the routine of their work to be used as promises most for their improvement. The sabbatical leave at times with us has been used for rest and pleasure and the rebuilding of the physical and vital energy which has been depleted over a long tenure. Certain teachers who have had leaves of this sort have returned to their places after a half year or a year with rejuvenated spirits, and have made a fresh start in their teaching lives. Repeatedly teachers have used their leaves for professional studies, the completion of thesis requirements, or the taking of advanced degrees. This, when it can be done, affords an enrichment of the teacher's professional equipment.

Travel and change of scene furnish a freshening of life interest and afford new points of view in educational work. Travel has been especially helpful to members of our teaching and household staffs who have used their vacations and their leaves of absence for trips to various parts of America and abroad, thereby deepening and strengthening their intellectual lives.

During the past vacation a number of the Girard teaching staff attended summer schools, pursuing studies related to their interests here. This again provides a way by which teachers are enabled to contribute more than would otherwise be possible. The business of teaching consists largely of the stimulation of others, and it is well to remember that the

spring can rise no higher than the source from which it takes its head.

Opportunity should be given in all well-organized and progressive systems of education for teachers to have some free time to visit other teachers who are doing similar work, perhaps under different conditions. Such visits give teachers a measure by which to gauge the work which they are doing. These school visits have proved helpful.

During the present school year a series of studies on psychology, in its relations to school work, and on influences and stimuli which affect the development of boys are being conducted by the supervisors and teachers of the Elementary Schools. Twenty-five conferences have been planned in which reports are presented by some member or members of the group and discussions follow. In the High School the faculty has held similar discussions on methods of stimulating learning and of establishing desirable habits of study. Lectures looking toward the improvement of the staff were also delivered during the year by Professor Charles H. Judd, of the University of Chicago, and Sir Michael Sadler, Master of University College, Oxford, England.

These and many other devices for the improvement of the staff have contributed to a progressive spirit among our teachers and officers, which has made them happier and more effective. The supervisors and heads of departments have organized their respective groups and have set up standards and ideals for individuals and departments. Books and magazine articles, stimulating and helpful in character, have been read and discussed in these conferences. Our staff is, we believe, wide awake to the progressive movements in education, and is availing itself of every opportunity to keep step with educational progress. Best of all, these measures create a wholesome, healthy, and helpful attitude, which is a necessity if teachers and officers are to exercise a stimulating influence upon the minds of the boys whom they teach.

## OUT-OF-SCHOOL LIFE

The out-of-school life at Girard College is at once the most difficult to vision and evaluate, and the most crucial and determining in the lives of the boys. [At most, the Girard boys spend six hours per day for five days a week under the instruction and influence of the schools. Eighteen hours of the five school days, and all of Saturdays and Sundays, are spent under the supervision of the Household Department. We can not too strongly emphasize the importance and the influence of a wise use of this household time.

Stating the matter differently, the life out of school at Girard gives opportunities to put into practice the moral, civic, and social lessons which the schools inculcate. If the teaching in school is not supported by the practice of the household, we are in danger of developing a system in which teaching means one thing and practice something quite different.

The true test of the spirit of such an institution as Girard College is the home life which boys lead, and the way in which they respond to the appeals which are made to them in their relations to their fellows and to the good order of the place. A school should furnish what Dr. Cyril Norwood terms "a civilizing process," with which it is necessary to surround boys if we would develop them into socialized human beings. This process, as Dr. Norwood points out, must consist of something better than "compulsory idleness."

This atmosphere as a helpful educational influence has two aspects. One is the effect upon individual pupils and their interests, and the other, the effect of such a spirit upon the school as a whole. Happily, the choice is not between these as alternatives, but it can and should include both of them, Freedom and order both must be preserved, and somewhere should be found a balance between the individual initiative termed freedom and the general regulations which are necessary for any semblance of order. This balance can only be found through the education of the personal choices and the creation in the individual of a sense of the obligation which he owes to the social group.

Any organized society implies order; respect for order is a first law of life in such a place as Girard College. We must have an established procedure so that large numbers may live and work together in the close confines of our school plant. This necessitates discipline and the forming of social habits on the part of the individual. So important is discipline in this habit formation that it has been well termed "the stuff of which character is made."

Along with the natural desire for freedom of every normal human being, there is also what the philosophers have called a gregarious impulse, termed by modern writers the herd instinct, which tends to draw men together into organized groups. Girard College is such a group.

The balancing of personal liberty and the requirements of group life becomes possible only through the cultivation of a moral sense and the establishment of the idea of a moral order and the obligations that it imposes. As stated by Dr. Drury in his report on St. Paul's School for 1930, the boarding school has unusual opportunities for developing this moral sense. "It is in such a school," says Dr. Drury, "that youth most happily develops. It is there that a boarding school is built and flourishes. Decreasingly we say: You must; increasingly we say: You may; while the developmental area of obligation abounding in risks, silently yet eloquently proclaims: You ought."

Those of us who must administer discipline in such a complex organization as Girard College recognize the limits of human wisdom and the possibility of making mistakes. It has been said that only God Almighty Himself has the wisdom to make right decisions in matters affecting the conduct of others, but the human will is so constituted that even the Almighty would be troubled in the establishment of an ideal relationship between individual freedom and that orderly procedure which maintains social well-being.

Much has been written on corrective measures, punishments, and the like; yet, after all is said and done, one stands hesitant and uncertain of the correct procedure in dealing with individual cases, each of which seems to present a new point of view.

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The old-fashioned schoolmaster made the routine easy for himself by applying standardized punishments to given offenses, but each individual is distinctive and his conduct cannot be standardized, nor can the methods of dealing with him be reduced to a mechanical procedure. The great English headmaster, Sanderson of Oundle, affirmed that punishment is a crime, and also a blunder. It is resorted to because, as he said, it is a cheap and an easy device. To escape from the necessity of punishment requires sacrifice and a capacity to deal with individuals in a constructive way, thus keeping the management of the school on the positive side and in the interest of the individual. Perhaps the most effective single means of escaping the necessity for punishment is to create in those whom we train an ambition, a desire, or an ideal for right accomplishment which will act as a deterrent to wrong-doing. The resourceful President of Antioch College has recently written a homily on "The Education of Ambition" which points to the necessity for training and directing the ambition so that human welfare will be promoted through the action of individuals, not for their own selfish ends or pleasures, but to make society better. What he terms "a new sense of values" is necessary for the guidance and control of ambition. President Morgan adds, "Only when mastered and directed to the fulfilment of valid human purposes does ambition become uniformly beneficial."

The physical basis for the life of our boys has been improved in several particulars during the past year. Section I, to which boys are normally assigned during their early adolescence, when they should have the greatest possible amount of individual attention, has had for several years the largest section group, the least amount of personal contact with the officers in the household department, and the least favorable conditions for home life.

During the past year, acting on the assumption that the institution exists primarily for the boys, we found a means of changing the large parlor in Lafayette Hall into a section room, thus dividing Section I and making it possible to give two housemasters instead of one the care of these boys. The

subdivision assigns thirty-six and not seventy-two boys to a housemaster. This plan, we are pleased to report, has worked out to the great good of the boys. The new housemaster secured was Mr. Harry Engle, a graduate of Girard College in 1921, who has since completed a college course at Bucknell University and has had several years of teaching experience. Mr. Engle became an associate of another Girard graduate who had completed a course at Temple University. The whole plan for improving the living conditions has resulted favorably, and we are gratified to note the response of the boys themselves showing their appreciation of the improved conditions.

The school has sought to give aid to the house in the development of good study habits and in the cultivation of industry in the use of the out-of-school time. Study hours are, we believe, better conducted; lessons are more satisfactorily prepared; and the number of failures is considerably lessened. All of these ends are the results of the coöperative effort of the teachers and the household officers.

In addition to the preparation of lessons, the household is primarily responsible for the care of property, both personal and institutional. The training of boys to take care of the outfits and books with which they are supplied, and to have a decent respect for the furniture, apparatus, working equipment, and buildings of the institution, is a part of their education. Individuals are given a new sense of school obligation by means of house committees and through various appeals of student leaders, officers and teachers.

Along with the respect for the material things of a school, should go a respect for its good name. In many ways the Girard boys are stimulated to treasure the reputation of the institution, both while they are here and after they leave. We believe that they develop a real consciousness that they are the ambassadors of the school and that they seek worthily to represent it.

Many agencies here are coöperating to realize the ideals set forth above. The student publications carrying appeals of the student editors for the response of their fellows are of great

help. The problems of the College are discussed and ideals are set up in the various house committees, on which serve both housemasters and boys. In a larger way, the Conference Committee contributes to the same desirable end. The conferences between officers of the College and groups of older boys are helpful. From time to time appeals are made by boys, teachers, or officers in the general assemblies or house groups, and the spirit of the College is, we believe, steadily improving.

It sometimes happens that irregularities in the conduct of boys come through lack of information, or forgetfulness, rather than through wilful wrong-doing. Boys' memories are short; the business of education calls for patience and the reiteration of the same basal truths in many ways and under various guises. Education requires constant reminders, here a little and there a little, as opportunity presents itself—not in the way of complaint or scolding, but in commendation and helpful and pleasant suggestion.

Among the influences which have contributed to this constructive attitude in the life of Girard College during the past year is a handbook which is printed for boys, teachers, and officers. This book contains sixty odd pages presenting a compact summary of the activities, plans of work, and regulations under which we operate. As stated in its foreword, the book is designed to promote mutual understanding and co-operation on the part of all who are engaged in the task of making Girard College a better school.

A stock-taking of the moral conditions, conduct, and student sentiment of Girard College for the year under review gives grounds for encouragement. Taking all the facts into consideration, we find that the balance is largely on the side of progress. Reverend Dr. Daniel A. Poling, President of the International Christian Endeavor Society, well says that the young people of today are not angels, either good or bad. The present generation of young people does not wish to be condemned *in toto*, nor does it wish to be approved for all the things it does. In other words, no essential difference exists between the young people of today in their relations to society in general and the young people of any other age in the



relations which they sustained to their age. Dr. Poling asks that the present age be charitable in dealing with its youth, and quite properly directs attention to the fact that we do not indict all bank presidents because one bank president defaults, nor do we lose confidence in all clergymen because one minister of the Gospel becomes morally bankrupt. So the dereliction of a few of the younger generation should not result in a condemnation of all young people.

## HOUSE SYSTEM

In the President's report for 1929 attention was called to the gifts of Mr. Edward S. Harkness to both Harvard and Yale for the establishment of house systems looking to the improvement of the conditions of life of the men in those institutions. Large grants to both universities have been utilized, and the beginnings of this new order are already set in motion.

To us it is more significant to chronicle this year a generous gift of the same donor to the Phillips Academy at Exeter, New Hampshire, for the establishment of a house system in that school which is due to celebrate its one hundred and fiftieth anniversary in June of the present year. This seems a logical second step in the Harkness plan, as the men who go to a house system in college will not be prepared to enter into the spirit of such a system unless they have lived under something which is similar in the preparatory schools from which they come. The plan for the realizing of Mr. Harkness's ideal at Exeter is largely in the direction of endowing teacherships, increasing the number of masters, and reducing the size of classes or groups in instruction, thereby affording the opportunity for conferences and personal contacts which are after the order of the tutorial system as it has been worked out in the higher institutions of England and in some of the universities of America.

The Harkness gift was accepted by Phillips Exeter with the declared purpose of not increasing the number of boys and with the further declaration that the aim would be not to put the bequest chiefly into bricks and mortar. To carry out the plan, certain additions to buildings will be necessary, but

most largely the plan contemplates the investment of the proceeds of the gift in life service of additional competent and effective teachers under conditions that will enable them to do a work quite impossible under the conventional forms of school organization and methods of instruction. One provision of this plan is to open the way for sabbatical years and the further improvement of teachers who are already in service. The *Phillips Exeter Bulletin* announces that this bequest enables the school to become again a pioneer. The same magazine declares that Exeter is not merely a school but a faith, and affirms that the present management aims to keep the faith in the three-fold relationship: to the founder; to the boys of the present; and to the generations yet to come. This latest development of a great school is quite in keeping with the sentiment expressed by the founder of that school one hundred and fifty years ago. In speaking of Exeter Mr. Phillips wrote of "the seriousness of living and of learning; the difficulty of learning and the willing acceptance of this difficulty; reverence for duty as the spring of all our actions; a respect for work as such; a scorn of softness; a belief in discipline, in strictest justice, and in individual freedom."

The faculty of Phillips Exeter in a resolution to Mr. Harkness, in appreciation of his generous gift, expressed the belief that, "Whatever else may be the outcome, this school at least, it may reasonably be hoped, will henceforth be a better place for the eager and inquiring, and even for the vagrant and reluctant, mind of youth." No more inspiring hope could be entertained for the work of any school during each succeeding year.

While the amount of the Harkness gift to Exeter has not been made public, it is variously reported to be from five to seven millions of dollars. The Exeter plan will be tried out with sections of ten boys each, in the expectation that a section will sit about a common table, in charge of a master who will be a high-grade man, able to lead, stimulate, and direct boys in their studies. It is a source of satisfaction to us that this table is exactly the size of that which Girard College adopted when the Dining and Service Building was put into use in the autumn of 1927.

The Exeter system will assign a boy to a given house for a period of three years, which is the practice being followed at Harvard. One cannot help questioning whether the English system, in which a boy normally lives in a house during his full time in the school, is not to be preferred. It would seem that after a boy is twelve years of age the younger he gets into a house the more easily he will be assimilated.

The house system, as it is being introduced into American colleges and schools, is built on the corresponding English system. The disadvantages of an institution's operating without a house system was perhaps never better presented than by James Bryce who describes his university life as follows: "The thing most deficient in the Glasgow University (though this I did not realize until I saw the College system at Oxford) lay in the absence of personal social touch between the students and the professors, and in the want of opportunities for social intercourse among the students themselves. Except on the very rare occasions when the professor asked two or three promising students to dinner, the teacher never met the taught save in the class-room. The students lived some of them at home with their parents, some in lodgings here and there in the great city, and had no means of coming together and cultivating friendship. Those who had a vacant hour between one class and another used to wander together in groups over a great open grassy space adjacent to the College and belonging to it."

The house arrangement for our older boys requires that boys of high school age be assigned to one of the four house groups, where they reside for the balance of their time in Girard College. This house group has its own dining room in the adjacent Dining and Service Building, and the group tends to become an integrated organism in the relations of the four housemasters who are assigned to a house with the boys, and of the boys with one another. Athletic competition, military companies, and social interests for the High School group are built up on the house units.

Beginning in January of the year under review, the houses at the southwest corner of the grounds were brought

into full use. There during the past year we have accommodated six families of younger boys, each family numbering thirty-two. This unit is slightly in excess of the capacity of the houses, the numbers having been increased so that the old Junior School Building could be vacated without decreasing the population of the College.

The west-end house group has furnished the finest adaptation of the house idea that Girard College has been able to devise, and perhaps as fine an adaptation of this idea as the College ever can devise in its present location.

These house groups are made up of younger boys, and it is the expectation that most boys will be received into these units when they are admitted into the College, and that through that experience they will make their adjustment to the life of Girard College with the least wrench and the greatest degree of satisfaction.

The officers of the College believe that in the introduction of the house system, Girard College has made the greatest forward step in a generation. Already we are feeling the superior advantages of this new method of housing our boys and caring for them. The principle of a selected group's being cared for in a smaller dining room and living together for a considerable space of time will be further applied in the use of the new Junior School Building. A further and better application of this same principle will, we trust, be introduced into the remodeled Number One Building when that building is vacated as executive residences and made available for older boys. Improved methods are in a measure dependent upon suitable buildings, and we may find much cause for encouragement in the better adaptation of old buildings and the erection of new ones.

### GIRARD COLLEGE CAMP

The Girard Camp in the Poconos had in 1930 its first full season. Plans for the 1929 Camp were hurried, owing to a late taking of title to the property and the necessity for building construction. In the past summer we came to realize more fully the contribution which the Camp will make to the summer problem at Girard College.

For a better making of the Camp holdings, oval aluminum plates were stamped and nailed to trees standing on the entire boundary of the property. These markers bear the inscription "Estate of Stephen Girard," "Boundary." This practice is in accordance with that of the State Forestry service which places similar markers on the trees which stand on the boundary lines of its reservations. It is interesting to note that the total boundary of the Girard College Camp property is five and one-half miles.

An application to the Federal Post Office authorities for rural free delivery to the Camp was acted upon favorably, and mail was delivered last summer daily from Analomink by the rural delivery service.

Before the Camp was opened in 1930, a route map showing the various roads and approaches was constructed and reproduced in the form of a plate. This road map indicates four possible approaches to the Camp no one of which was equipped with a very satisfactory road. After trying all of the roads, it has seemed better to follow the state highway from Stroudsburg toward Canadensis, along the Brodheads Creek, branching from this over the Snow Hill Road, which has been constructed by the Pennsylvania State Forestry service. These roads have been greatly improved in the last two years, and it is our hope that we may coöperate in the further improvement of the Snow Hill Road, thus affording an improved approach to the Camp. The road above suggested is being clearly marked and the problem of securing daily supplies and of transferring boys to and from the Camp will, we believe, be much more satisfactorily met by the development and use of this road.

Before the Camp was opened this year, we were asked to have all food handlers who were to be in service there undergo a thorough series of tests to guard against danger of contamination from typhoid carriers.

After the Camp was established, representatives of the State Department of Health inspected it and took samples of water for bacteriological examination. The report of the Department was entirely satisfactory. Everything was said to have

been found in excellent condition, the kitchen and dining room were reported as clean and well screened against flies, the methods of incinerating the garbage were approved, and a certificate attesting the purity of the water was duly issued.

The Camp personnel continued largely as in the preceding summer. The Senior Playground Teacher of the College, who had served as Superintendent the preceding year, continued, and the majority of his associates had also served in the first year. Some additions to the staff were made necessary, and satisfactory helpers were found in experienced teachers, or men in the upper years of college courses. It was necessary to secure a new Camp Physician in the person of Dr. Charles L. Deardorff a graduate of the Jefferson Medical College. Dr. Deardorff entered heartily into the task and gave a satisfactory service.

The experience of the past summer points to the desirability of having some working arrangement with the hospital at East Stroudsburg. A boy who had symptoms pointing to appendicitis was sent back to the College Infirmary for a final examination and an ultimate operation. The distance of the Camp from the College is such that this trip will prove inadvisable as a general procedure; having our boys received and cared for in the nearby hospital at East Stroudsburg will be of unquestioned advantage.

In the summer of 1929 the provisions and other supplies for the Camp were sent largely from Philadelphia. In 1930 we entered into business arrangements with dealers in Stroudsburg and East Stroudsburg and purchased fruits, vegetables, bread, meats, fish, milk, butter, and most other supplies from the neighborhood. The prevalence of camps in the Poconos has led to the growth of a catering service for their needs, and we found no difficulty in being well taken care of by the local dealers.

One of the events of the summer at the Camp was a visit of representatives of the Board of Directors who saw the project for the first time. While evidencing the greatest appreciation for what had been done, these Directors had the feeling that conditions at the Camp were still crude and that

further improvements should be made. To furnish an equipment as complete as that enjoyed by boys living in the College would defeat the purpose of the Camp, which is to bring boys into contact with nature, to give them an opportunity to live a life out-of-doors, and to have the experiences of roughing it. At the same time a camp should be thoroughly sanitary and should protect the campers against contamination from poor food, improper drainage, and impure water.

The Camp property of more than five hundred acres is a bird and animal sanctuary where boys may roam at will. Day hikes were regularly organized, and from time to time groups of boys were taken for overnight trips. Some of the accounts of their overnight camping out were intensely interesting. The change from Philadelphia to the Poconos, both in surroundings and climate, is such that the campers live in another world. The boys entered enthusiastically into the spirit of the Camp, and to every one of them this break has made the summer at Girard College mean a new experience. The only criticism which we had from the boys on the whole Camp arrangement was that the length of time which they were permitted to stay there was too short. Two weeks, however, is the approved period for which children are commonly sent away from the cities by the Country Week Associations, and it is the term allowed to most office and industrial workers who are granted vacations by their employers. Four relays of boys were taken to the Camp during the past summer, each for a period of two weeks.

The visit of the members of the Board of Directors resulted in some practical suggestions which will, no doubt, contribute to further improvements in the Camp undertaking. One of these is that the capacity of the Camp be increased through the building of additional sleeping huts. The kitchen and dining service, Recreation Hall, water supply, lake, and Camp property are sufficiently large to accommodate an increased number of boys. But sleeping quarters are limited, and the electrical plant is inadequate to furnish increased refrigeration and lighting. Plans are under consideration for the enlargement of the electrical plant and the adding of a few huts so as

to increase the number of boys. Possibly the increase can be made large enough so that the boys' stay in Camp can be lengthened from two weeks to nearly or quite three weeks. Along with these changes, an increased number of canoes and rowboats will be provided.

Further improvements carried on during the past autumn were a draining of the lake with a clearing away of stumps and stones from its bottom, the supplying of a gravel bed for wading on the side nearest the Recreation Hall, the rebuilding of the spillway and the blow-off line for a better control over the drainage of the lake and the height at which it can be kept, and a complete refacing of the front of the dam with impervious earth. This was carried upward from the bottom of a trench dug in front of the dam to a depth of three or four feet. It is our hope that these improvements will prevent certain small leaks which had developed in the dam breast and give a better height of water and a more usable lake.

It is a pleasure to record the indebtedness of the Board of Directors for the counsel and advice given by the engineer in charge of the Girard Estate in Schuylkill County. Colonel James Archibald has had experience in building and repairing of dams, and out of that experience he was enabled to give valuable help in making these dam improvements. A foreman was brought from the Girard Estate staff in Schuylkill County to supervise the work of dam repairs, and make use of laborers from Stroudsburg and nearby points. By this arrangement, what had promised to be a somewhat expensive undertaking turned out to be a project costing only about one third of the original estimate.

Summer camps have grown apace in recent years. In America at present there are more than twelve hundred of these organized camps, with one hundred and fifty thousand or more boys in attendance. If to these were added the Y. M. C. A. camps, the Boy Scout camps, and the Camp Fire Girls' camps, the number of young people in America having the benefits of camp life would approach to nearly a million. The greatest advantage of these camps is the opportunity they give to escape from the artificialities and formalism of modern life, to get



nearer to nature, to exercise more self-control, and to live a life which is free from the routine which must of necessity be lived in modern cities and towns. Considering the large population of Girard College, and the conditions under which our boys live during the balance of the year, a summer camp is an invaluable addition. The Camp functioned helpfully in the lives of our boys during the summer of 1930.

#### CAMP STAFF

Superintendent of Camp.....Mr. Archibald Ralston  
Camp Physician.....Charles L. Deardorff, M. D.

#### COUNCILORS

Mr. Raymond L. Burkley	Mr. John B. Kirkpatrick
Mr. William L. Campbell	Mr. John P. Kluzitt
Mr. George H. Dunkle	Mr. Robert Livingston
Mr. David Holmes	Mr. Harold M. Miller
Mr. Herbert W. Horner	Mr. Robert P. Waterhouse
Mr. Emil Zarella	

#### STAFF OF THE SUMMER SCHOOL

Supervisor of Bookwork	Mr. Ronald R. Welch
Supervisor of Manual Arts	Miss Viola R. Collins
Tutor for High School Subjects	Mr. William Ott
Tutor for High School Subjects	Mr. Louis Q. Moss
Auditorium Teacher	Miss Margaret K. Messick
Accompanist	Mr. Arthur W. Howes

#### TEACHERS FOR THE HIGH SCHOOL GROUP

Mr. James J. Lamond  
Mr. George W. Harlow  
Mr. George J. Epley

#### TEACHERS FOR THE ELEMENTARY SCHOOL GROUP

##### TUTORS

Miss K. Adessa Martin  
Mrs. Freda W. Thomas  
Miss Lillian A. Reece  
Mrs. Elsie D. Hampton

##### BOOKWORK

Mrs. Elsie S. White  
Miss Edna L. Adams  
Miss May R. Robbins  
Miss Bertha B. Wagenhurst

##### HANDWORK

Miss Helen D. Sones  
Miss Claire M. Hogan  
Miss Frances H. Biester  
Miss Mildred L. Koch  
Miss Hazel B. Troth

## LIBRARY

The school year 1930-1931 marks the completion of a seven-year term of service of the present Head Librarian of the College. The library progress of these seven years has been one of the conspicuous advances in the development of Girard College. Our Library has become one of the most helpful agencies in the training of the Girard boys. First, it has given aid to the schools in the carrying out of their educational plans, through the assignment of topics and supplementary study, which has become an important feature of instruction under the project-problem method and the gradation of school classes into groups of varying abilities. The lowest ability group in such an arrangement completes the minimum requirement, and the middle and advanced groups complete this minimum and supplement the instruction with extra assignments suited to their greater abilities. In the carrying forward of these extra assignments, the Library becomes a necessity. In the next place, the Library, by the furnishing of suitable reading matter, both books and magazines, has been cultivating good reading habits, which is a contribution to the educational development of our boys perhaps second to no other. In addition to this, the Library serves as a sort of social center which lends interest and variety to the routine of the College. From their earlier years, and throughout their College residence, boys are encouraged to go to the Library voluntarily, and to find interest in the contacts and associations which the Library affords. No one who has followed the development of the past seven years would think of having the Library discontinued, or of reverting to the methods which were practiced before the present period was entered upon.

This report affords an opportunity to review the progress of the present cycle. Such a review can best be presented in the summary of the Librarian, which is as follows:

"In the autumn of the year 1924, one room only was used as a reading room for the boys of the school. This was the present main Library. The equipment consisted of the present tables

and chairs, one small side desk and the shelves which are still used as the wall shelves of the room. Some 2500 books were placed in the room consisting largely of non-fiction of a non-popular type, and some fiction. All books of reference and of popular appeal were kept either in locked closets of the room or on the shelves of the Directors' room which reached nearly to the ceiling. The securing of each book entailed loss of time and effort since it must be reached by climbing up rolling and out-moded ladders.

"There was no room for work or the cataloging routine which must accompany the preparation of the books for the Library and all such work was necessarily done in the Directors' room and kept in the lower closets of this room. The budget gave small opportunity for expansion, and the charging system was out-dated and inelastic. Three librarians were in charge of the work. Under these conditions willing and faithful service was being rendered, but no one could have progressed to any further point than had been reached in library activities without some definite change in plan and equipment.

"New low projecting shelves were purchased and the room was divided into alcoves. A division of the classes of books was devised whereby the greatest apparent use of the books might be made. One alcove was made into a small reference room and one alcove into a reserve-shelf corner. New lighting fixtures were installed so that the alcoves were given adequate light, and several lamps with attractive shades were placed on the cases. Numerous bulletin boards were affixed to doors and other unoccupied spaces. A fine-editions case was purchased and a special-display case was placed in one corner. Over 3000 books were brought from the Directors' room, and every effort was made to call these books to the notice of the boys. The most immediate result was amusing. The first month's statistical report after the increase of the book supply in the open-shelf room was so reversed from former reports that one librarian refused to believe that the counting had been correct. So large a per cent of non-fiction was being read

by the boys that only the ensuing months persuaded her that the records were correct.

"At the same time the old charging system was discarded, a temporary assistant was engaged to help in the installation of a new simplified charging system which made the withdrawal and return of books easy and flexible. A central charging desk made the intake and the outgoing of books simple. Of course this new freedom was followed by some abuse. These evils have not by any means been ended. Whetted curiosity led to investigation, investigation to covetousness and books sometimes disappeared and magazines were mutilated. Books still do disappear, and magazines are cut. The proportion of mutilation is, however, no greater than it was in times past and the enjoyment of the books is so much greater and the use so much broader and the realization of the book content so much keener that any return to the old system is unthinkable.

"In 1925 when the new Mechanical school was opened a room equal in area to the main room was vacated and given to library use. One half of this space was converted into a finely equipped children's room. The best furniture was purchased for this room, and one of the crying needs of the school, a library for the younger boys, was established. A children's librarian was engaged to take entire charge of this room, and, from the day of its opening, it has been a delight to the younger boys of the school. Because of their crowded roster, many boys of the elementary school have been able to come to the library in scheduled classes but once in two weeks. This condition might be much improved if the room could be freely used only by boys who wished to read during the free hours of the afternoons occurring between four and five o'clock. Unfortunately the household department has not seemed to find such a use of the room feasible. Until this recreational use of the room is made possible, it will not reach the ideal of a children's room as seen in our fine public libraries. With but one person in charge in this room it has been found more useful to the school as a whole to have the

most day of the week and as a Saturday. Many of the boys are occupied or are away from the College on this day and the attendance on Saturday is small. As a larger number of boys are brought into the school, however, some assistance in the children's room will become necessary, and when that time comes an opening in the room on Saturday will be advisable. Such boys as have been allowed to use this room during the free hours of the afternoon have, we believe, been benefited by its use. At such a time improving in the library is more possible than at a time when any organized group with its inevitable discipline problems is in the library.

"At the time that the children's room was established, the corresponding area of the vacated room referred to was divided into two parts. One part was made into a recreation and assembly room. The room contains recreation chairs, a picture collection, a pamphlet collection, and shelves which hold the history books of the upper-school room. The books of geography used by teachers and students in educational classes are also housed here as are a few files of current magazines dating back to the year 1914. Certain shelves are given over to uses of the debating teams. The room is used for recitations, for intensive reading in history classes, for study by special groups of under boys and other similar purposes. The opening of this room made possible the further removal of books from the Directors' room and the removal in the Directors' room of the various personal and business books of Stephen Girard."

\* \* \* \* \*

It seems desirable that an annual report should serve the double purpose of furnishing a review of past developments and of pointing the way for progress which we trust lies ahead. All reports of the present President of Girard College have sought to accomplish this two-fold end. With these ideas in mind the Librarian has assumed the role of prophet as well as that of historian. Turning her vision to the future, she speculates on what the next seven years should hold in store for the Library of Girard College. The comments under this

head are even more interesting and significant than is the review of the development which has taken place in the seven years which have gone. It would be regrettable not to preserve the suggestions of the Librarian as to the future for the Girard College Library. She writes as follows:

*"First.* New quarters should be provided for the Library. An ideal place would be in the center of the grounds at about the location of Banker Hall, but since this seems impossible a plot of ground directly east of the entrance Lodge might be utilized. An inexpensive small building similar to the new residences for executives could be erected here and form both a library and a home atmosphere so desirable in a great institution. Failing to get new quarters, the Library might be broken up into units, one unit occupying a place in the High School, one in the Middle School and another in the Junior School. The present quarters could be used for stack and work and administrative rooms. In any change the present librarian wishes to urge the most careful study of plans. All interiors should be planned by professional librarians who recognize the needs of Girard College as well, and the purchase of only high-class equipment should be made. Cheap furniture, such as is seen in the tables and chairs now being used in our main library, places us below the standard of modern progressive school libraries.

*"Second.* Additional assistance is necessary in the Library. When the present plans for expansion bring nearly 300 new boys into the College, one assistant should be engaged to take entire charge of the cataloging. A revision of our present catalog should be made at that time. Another assistant should be procured for the children's room since the work of the children's room has reached its maximum load for one person. This would allow Saturday openings of the children's library as has already been suggested in this report.

*"Third* An improvement should be made in the form of library instruction. The present method is unsatisfactory.

The librarian is now working on a method of giving lessons to smaller groups.

*"Fourth.* Some coöperative understanding in the buying of books and magazines is desirable. At present all departments of the school requisition books without consultation with each other. This is often necessary, and some duplication is unavoidable, but an effort to avoid the unnecessary duplication of books and magazines should effect economies."

## SUMMARY OF LIBRARY STATISTICS

The following statistics for the year 1930 present a summary of the work of the entire Library including the Children's Department.

Book circulation according to classes :

	1930			1929		
	Main	Children's	Total	Main	Children's	Total
General Works .....	98	4	102	69	6	75
Philosophy .....	410	1	411	408	2	408
Religion .....	138	218	356	144	328	472
Sociology and Education	931	3645	4576	1117	3836	4953
Philology .....	38	17	55	81	12	93
Science .....	751	881	1632	776	1039	1815
Useful Arts .....	1387	1271	2658	1422	1170	2592
Fine Arts .....	1326	1023	2349	1294	1127	2421
Literature .....	2352	338	2710	2246	529	2775
History .....	830	1294	2124	1034	1101	2135
Travel .....	597	533	1130	505	616	1121
Biography .....	1290	734	2024	1130	787	1917
Fiction .....	16504	7494	23998	14796	8414	23210
Periodicals .....	6636		6636	6473		6473
Total.....	33288	17473	50761	31493	18967	50460
Grand total .....			50761			50460
Total Attendance .....	51522	17256	68778	51054	18958	70012
Grand total attendance.....			68778			70012
Fiction showed an increase in circulation of.....						788
Biography showed an increase in circulation of.....						107
Periodicals showed an increase in circulation of.....						163
Total increase in circulation was.....						301

The largest number of books circulated in October.....	5832
The smallest number of books circulated in August.....	1271
The total number of volumes added to the Library was.....	3035
The total approximate number of volumes in the Library is.....	41574

Books were added to the Library as follows :

General works .....	28
Philosophy .....	45
Religion .....	44
Sociology and Education .....	524
Philology .....	6
Science .....	173
Useful Arts .....	208
Fine Arts .....	188
Literature .....	207
History .....	111
Travel .....	139
Biography .....	194
Fiction .....	1106
Periodicals (Bound volumes) .....	62
Total number of volumes added to the Library in 1930.....	3035
Total number of volumes added to the Library in 1929.....	2129
Total number of volumes discarded in 1930.....	676
Total number of volumes discarded in 1929.....	204
Total accessions .....	42553
Total approximate unclassified .....	6355
Total discard and loss .....	7334
Total approximate number of volumes.....	41574



# BOOKS CIRCULATED IN MAIN LIBRARY 1930

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
Arts, Fine.....	115	116	114	131	118	88	82	64	115	159	158	96	1,336	1,294
Arts, Useful.....	152	140	160	118	124	57	44	48	152	168	143	81	1,367	1,422
Biography.....	153	128	149	111	121	84	52	33	107	134	104	114	1,250	1,250
Fiction.....	1,881	1,555	1,303	1,138	1,286	1,222	1,063	906	1,733	1,708	1,594	1,115	16,504	14,796
General works.....	10	13	9	1	7	5	3	4	4	20	7	15	98	69
History.....	105	108	68	45	67	52	24	33	77	98	68	65	830	1,034
Literature.....	195	189	269	221	271	171	71	70	191	259	232	193	2,352	2,246
Periodicals.....	708	622	731	706	685	388	18	16	494	774	832	664	6,636	6,473
Philology.....	1	5	4	4	2	3	4	2	10	57	0	0	38	81
Philosophy.....	59	22	32	23	37	46	17	9	40	1	28	40	410	406
Religion.....	11	11	5	10	7	10	3	6	26	30	17	12	138	144
Science.....	104	74	73	65	87	40	35	21	68	71	66	41	751	776
Sociology and Education.....	114	107	50	92	74	73	23	35	54	126	80	89	931	1,117
Travel.....	54	53	48	48	45	43	28	24	76	75	71	32	597	505
Total—1930.....	3,460	3,143	3,035	2,715	2,931	2,254	1,467	1,271	3,147	3,670	3,420	2,577	33,288	31,493
Total—1929.....	3,125	2,712	2,846	2,875	2,700	2,048	1,463	964	3,139	3,870	3,348	2,413		

Books circulated to adults in Main Library, 1930..... 20,318  
 Books circulated to boys in Main Library, 1930..... 18,951  
 Percentage of fiction circulated to boys in Main Library, 1930..... 62  
 Percentage of fiction circulated to boys in Main Library, 1929..... 60  
 Pamphlets circulated, 1930..... 75  
 Pictures circulated, 1930..... 126

## ATTENDANCE IN MAIN LIBRARY

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
Teachers.....	210	207	207	201	204	220	217	100	237	213	241	166	2,423	2,787
Boys.....	5,542	4,068	4,604	4,405	4,416	4,336	1,787	2,536	4,348	4,776	4,478	3,803	49,099	48,267
Total, 1930.....	5,752	4,275	4,811	4,606	4,620	4,556	2,004	2,636	4,585	4,989	4,719	3,969	51,522	
Total, 1929.....	5,167	3,863	4,407	4,461	4,592	4,357	2,481	1,527	5,004	5,592	5,232	4,371		51,054

# BOOKS CIRCULATED IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
Arts, fine.....	82	72	133	107	109	48	41		103	143	107	78	1023	1127
Arts, useful.....	138	94	130	114	133	62	21		145	208	149	77	1271	1170
Biography.....	73	125	56	55	57	49	17		93	99	66	44	734	787
Fiction.....	852	745	730	737	690	477	306		704	910	851	492	7494	8414
General Works.....			1								3		4	6
History.....	116	120	114	133	151	70	24		148	167	155	96	1294	1101
Literature.....	33	46	42	21	54	20	3		7	48	39	45	358	529
Philology.....	2	3	3						1	2	5	1	17	12
Philosophy.....		1											1	2
Religion.....	33	24	36	22	17	11	3		15	24	13	20	218	328
Science.....	93	91	85	85	97	49	16		117	97	88	63	881	1039
Sociology and Education.....	426	370	428	323	366	159	92		422	402	393	264	3645	3836
Travel.....	55	33	62	38	61	40	3		52	62	98	29	533	616
Total—1930.....	1903	1724	1820	1635	1735	985	526		1807	2162	1967	1209	17473	18967
Total—1929.....	2183	1619	1877	1963	2035	1017	1101		1831	2332	1977	1032		

Percentage of fiction circulated to boys in Children's Department, 1930.....48

Percentage of fiction circulated to boys in Children's Department, 1929.....43

# ATTENDANCE IN CHILDREN'S DEPARTMENT

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total 1930	Total 1929
	1425	1521	1755	1589	1653	1720	455		1713	1994	1781	1650	17256	18958

Inseparably linked with the Girard College Library is the question of the Relic Room and the care given to the Stephen Girard manuscripts and other effects. As the years pass, it becomes increasingly evident that we are doing scant justice to the Founder in the housing and displaying of his papers, furniture, and other personal belongings. The latter have been heaped up in an enclosure, where they show to very poor advantage. What might be a great museum that would do credit to the dignity and standing of Stephen Girard in his life time becomes a pile of miscellaneous and ill-presented materials.

Delegations visiting the College during the past year have evidenced much interest in the improvements wrought in the Directors' Room. Passing from that room to the Relic Room never fails to give a sort of shock, and again and again the comment has been forthcoming that the Relic Room contained much interesting and rare material, but that it was poorly stored and inadequately presented. Some of the comments have been expressed in language even less complimentary.

As the Librarian very well says, new quarters are needed for the Library if it is to make further progress and render a larger contribution to the welfare of the Girard boys of the future. With adequate provision elsewhere for the Library, the remaining rooms on the first floor of the Founder's building could be made to house in a meaningful and attractive way the personal effects of Stephen Girard, and such a treatment of these relics would seem to be a natural supplement to the historic setting which has been furnished of the life of Girard in the murals, manuscripts, and other appointments of the Directors' Room. From all of these considerations, it is greatly to be desired that the Library quarters be provided elsewhere, so that the Library itself might function more adequately, and a more suitable and pleasing display might be made of the Girard effects.

## THE SCHOOLS

In making his bequest, Girard said he wished those who were to be the recipients of his bounty to have a type of education which he defined with exactitude. Girard College is a home as well as a school and it seeks to house, feed, clothe, and care for boys in every particular, but all this is to the end that they may be educated. Other services undergird the work of the schools; however, all said and done, the activities of the schools and what they signify are the be-all and the end-all of the enterprise which we term "Girard College." The aims of the College may well be in accord with the ideals of the English public schools which are to "produce leaders and prophets" for the next stage of progress.

Clearly it was the intent of Stephen Girard to establish a school of practical education. His requirements for modern language study, the place of the sciences in Girard's scheme, his desire that the boys should be equipped for service to the state, and numerous other allusions such as teaching "facts and things, rather than words and signs," indicate that the Founder wished to have the boys who were to be trained here prepared for useful lives. Happily, the institution affords an opportunity to give a practical training which can not ordinarily be given in schools which are not organically knit up with the communities in which they are placed. English teaching, shop instruction, training in music and art, the study of science and mathematics, and practically the whole scheme of teaching in Girard College is brought into vital relationship with the life of the institution. In ways not ordinarily practicable, the Girard College schools can apply the pedagogical principle of learning by doing. As a rule of procedure this has long been approved theoretically, but the difficulty in most schools is to find the outlet of educational effort in projects which combine instruction and practical utility.

Two great ends of the education in Girard College are an all-around, acceptable academic schooling and a vocational training which will make a boy immediately useful as an employee after he leaves the school. In the main, this

vocational preparation looks to either commercial callings or to some one of the ten artisan trades ; and while a high degree of specialization is not possible in either field, we are able to impart a training which enables a boy to make himself immediately useful in business ; or a facility which is equivalent to at least two years of an apprenticeship in a skilled trade. Our educational scheme is thus two-fold : academic in the sense of laying as broad a foundation as possible of general culture ; and also vocational in that it prepares a boy for useful living. The ideal relations between these two aspects of education is very well set forth in the Scriptural injunction : "This ought ye to have done, and not to have left the other undone." Boys, we feel, should be given the background of culture, but they should be given also preparation for the practical affairs of life.

This double accomplishment is not easy of realization. Indeed, to achieve it for boys at eighteen is believed by many to be quite impossible. Yet we can point with some degree of satisfaction to the fact that Girard College graduates can and do meet the needs of employers in both commercial and industrial lines. We receive many expressions of appreciation for the usefulness of our boys, and at times when new employes are to be taken on there are repeated calls for additional boys trained in Girard College. Over against this, an increasing number of our boys are going to colleges and universities, and they are able to maintain themselves creditably, and some of them to achieve distinction.

The Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland made a further evaluation of the work of Girard College in 1930, including the record of its students who have gone to higher institutions, and at the end of December, 1930, gave notice of having approved by unanimous vote the continuance of the College on the list of accredited schools of the Association.

A conscious effort is put forth by all engaged in the work here to stimulate and develop the individual boy along the bent of his natural gifts and interests. By means of

tests, and exploratory, or "try-out" courses of instruction, conferences and personal counsel, individual boys are helped to find themselves, and to get into the branch of work in which they will have the largest success and satisfaction. While Girard College is a large organization, we are hopeful that the machinery does not do violence to individual boys. A representative of an academy in the Middle West, who spent some time at the College during the past spring, remarked that he was impressed "with the vastness of the organization and the feeling that the individual boy was not lost in the crowd." If, by means of sub-division of units and the assignment of personal responsibilities, boys can be given in a large organization as much personal attention as they would be given in a small one, there may be no loss in the development of individuality, and there can be a great gain from a large organization, owing to the completeness and greater perfection of equipment and plans. The representative of the academy above referred to reported that, after he had returned to his own school and given a chapel talk on Girard College, one of his boys jokingly remarked that he thought that he would remove to Pennsylvania after he was married, so that if he should die his son would have an opportunity of going to Girard College.

Further, on the matter of personal service to the boys of the College, the Vice-President reports: "Schools complain that standards of scholarship are more difficult to maintain, and that it is becoming increasingly a problem to interest young people and to hold them to the important tasks immediately before them. We who are engaged in the work of Girard College may well constantly remind ourselves that, to a large degree, we create our own home atmosphere, and provide, through our leadership, the interests that most influence the boys in our care. We can not too fully realize that buildings, however magnificent and complete, do not make a school, and that increased privileges do not necessarily provide an education. Our relationship, in whatever capacity, to the work of Girard College must be both an inspiration and a challenge. If in school and household, having charge of boys continuously from a comparatively young age to an age at

which habits have become well established, we do not succeed in placing ourselves securely in the position of trusted advisers and guides, we fail both in our privilege and in our duty. No other undertaking at Girard College can approach in value to that of a concerted plan, in both school and household, for winning the confidence of the boys in our care, and for guiding them securely to a realization of what this great foundation offers to them, and to a right use of their opportunities here as a preparation for respected citizenship."

### POST-HIGH SCHOOL INSTRUCTION

Repeatedly, in recent years, boys have completed the full requirements for graduation from Girard College in advance of their sixteenth birthdays. The child labor laws of Pennsylvania properly discriminate against boys going to employment under sixteen years of age, and in some instances we have been forced in justice to provide post-graduate instruction for those who have been graduated in advance of a suitable age for them to find positions. Within recent years the first honor boy and one of the other two highest honors of a graduating class were both under sixteen years of age. More often, however, the fact that a boy who is graduated is expected to leave the College tends to slow up the educational effort of boys who otherwise might get through at a younger age, and thus our ablest boys fail to work up to the top of their ability. In every school there is a group which is able to move ahead faster than the average. Not to stimulate these boys is to deny them an opportunity for attaining their fullest development.

By the program of enlargement the numbers in the College are increased, and further, by a more careful sifting of the waiting list, we have been receiving boys at a younger age. This tendency to select the abler boys and to stimulate them in their development will lead naturally to an increased number of graduates at sixteen years of age or younger.

A hundred years ago, when Girard planned for his College, he directed that boys should be kept here until they were between fourteen and eighteen years of age, implying at the

same time that the length of time which they should be kept after they were fourteen should be dependent on their deserving. In the hundred years that have elapsed since the Girard Will was drawn, there has been an unmistakable lengthening of the period of education. In the last fifty years the apprenticeship system which was common in Girard's day, has largely gone into disuse, and employers now expect boys to come to them prepared to render a useful service from the first. Were Girard making his Will at the present time, we may well believe that he would provide more rather than less school training to prepare boys for employment.

The carrying forward of the program of enlargement affords an opportunity to provide for post-graduate instruction for a group of deserving boys, the like of which the College has never before had, and perhaps may never have again. With the vacating of the Number One Building, when the resident executives occupy the residences now nearing completion at the east end of the grounds, that building, it is contemplated, will be remodeled to be occupied by the boys. The south end of this structure, or for that matter, the whole building, if it were thought wise, can be adapted to serve as suitable living quarters for older boys who remain for post-high school study. Indeed, fewer building changes and less expenditure will be required to adapt this building for such use than will be necessary to convert it into the conventional building for units organized on the congregate plan of administration. The time, therefore, has seemed opportune to bring forward the suggestion that post-graduate study be offered to boys who complete the present requirements of the College at sixteen or seventeen years of age. This will, in effect, establish a junior college in our scheme of education.

The Girard Will laid down a rigorous and advanced plan of studies which the College has never fully carried out and probably never can carry out for the majority of boys who are required to leave the College at eighteen years of age or under. A select group, however, can be brought nearer to meeting the requirements of the Will than has been true heretofore. It is the feeling of the officers of the College that this plan of



post-high school instruction for a limited number of boys will render an enlarged service to them and will stimulate and develop instruction in the College all along the line. Such an advanced course will raise the educational level of the College, and will prove helpful to the morale and *esprit de corps* of the institution as a whole.

- When the present President of the College was invited to appear before a committee which was appointed to select and nominate a President for Girard College early in 1910, he was asked what he conceived to be the ideal for the institution. The answer he made was that Girard College should serve as a series of model schools which would point the way for the most approved educational methods. Later, when an opportunity was afforded him to study the history of the College, he was interested to find that this same ideal had been expressed by the first President-elect, Dr. Alexander Dallas Bache. At the conclusion of his *Report on Education in Europe* Dr. Bache said:

"The first provision, from the early age of admission which it enjoins, enables us to train as well as to instruct; the second indicates that the tendency of our training should be towards practical life. The age of our pupils embraces the period from elementary to superior instruction, and we are expressly called upon to develop talent. Our College must, therefore, combine the primary, secondary, and special schools. The means furnished by our munificent benefactor to execute his intentions are vast, and if the benefits thence accruing are not in proportion, the responsibility must rest with those to whom they have been entrusted. If their spirit be proportionate to the work to be accomplished, there can be little doubt of the result. Our founder has furnished them the means of establishing a series of model schools for moral, intellectual, and physical education, embracing the period of life from early youth almost to manhood, the importance of which to our city, and even to the country at large, can hardly be estimated."

At the exercises by which the President of the College was inducted into office in 1910, the Chairman of the special committee to nominate a President, Samuel Dickson, Es-

quire, spoke as follows: "Quite time enough is allowed here to fit those who have the native talent, industry, and ambition to insure their reaching the highest positions of responsibility. Mr. Girard provided that those scholars who should merit it should remain in the College until they should arrive at between fourteen and eighteen years of age, and the curriculum which he outlined includes all the branches of a sound education, comprehending not only elementary and practical subjects, but arts, sciences, and modern and ancient languages. Those eminent and accomplished scholars, the greatest ornaments of the Philadelphia Bar in their day, John Sergeant, John Cadwalader, and George M. Wharton, were graduated from college when only sixteen years of age, and eighteen is the age at which the German boy completes his course in the gymnasium and is prepared to enter upon his professional studies, so that ample opportunity is afforded here to those of sufficient capacity to fit themselves for any pursuit. It must be remembered, too, that the boys in this College have an immense advantage over the sons of the rich, or even the well-to-do, when living at home, as they are not handicapped by the distractions and hinderances in the way of social life, professional or intercollegiate games, unnecessary vacations, and the like, which waste so much time of the young men of the present day and hold them back from fitting themselves for college or professional studies until years after they should have finished their preparation and entered, as grown-up men, upon the serious business of life. Here they may be undisturbed and undistracted, and accomplish as much as young men were in the habit of doing in the days of their youth, sixty or seventy years ago."

Public high schools and private preparatory schools are finding that gifted children can complete the secondary school course and satisfy the requirements for college admission at too young an age for them to profit by going to institutions of higher learning. In consequence, it is not an uncommon practice for graduates of public high schools to be given an added year in a private school of the country-day or boarding type, or for graduates of smaller boarding schools to be sent for a

single year to one of the large boarding schools such as Mercersburg, Hill, Andover, or Exeter, in advance of their going to college. Some of the private secondary schools are putting in an additional year for those who have completed the regular college admission requirements at an age below what is deemed desirable for entering college.

The movement for continuing secondary education beyond the conventional four-year high school course is country-wide. That movement finds expression in such institutions as the City College of Baltimore, the College of the City of New York, in three junior colleges of the University of Pittsburgh, at Johnstown, Uniontown, and Erie, Pennsylvania, and in a growth of the so-called junior college idea, which represents a maximum of two years beyond the conventional four year high school course. In ten years' time the number of these junior colleges has increased in the United States five times over, and the total of such institutions in the country at the present time is over four hundred. Such an enlargement of our instruction plan at Girard College is not an extreme or extravagant departure from the practice in the country at large. If Girard College is to keep pace with the educational trend, if we are to realize the ideals which were set for us by the Founder and the conceptions of such minds as Alexander Dallas Bache and Mr. Samuel Dickson, it seems that we should take this forward step.

A further possible advantage of this junior college plan will be that boys who enter a higher institution may secure credit for one or perhaps two years' work. As was pointed out by the late President Harper of the University of Chicago, the first two years of college instruction can be given quite as advantageously in a smaller institution where there are fewer disconcerting influences than are found in a larger college or university. The admirable results secured in the English public schools, the French lycée, and the German gymnasia come from the carrying forward of the methods of disciplinary education of the secondary school through what is in effect two years of American college work. In American education there is an unmistakable trend toward broadening the period

of the secondary school to include the junior high school on the one side and the junior college on the other. One of the limitations of the American school system is lack of continuity of educational effort. The primary school, grammar school, high school, and college are so disjointed that one who goes through these several steps in educational progress suffers repeated dislocations and maladjustments. Educationally the products of our secondary schools are at a disadvantage when compared with the products of the secondary schools in Great Britain, France and Germany.

The number of boys who will qualify for admission to this more advanced work will not be large in comparison with the number completing the high school course, but, even so, the advantages of such an extension of schooling at Girard are so obvious as to leave little question on the wisdom of this step. It is without doubt the most forward-looking educational policy which Girard has adopted, and will serve as a further justification of the recent building and enlargement program, and the added expenditure which has been made to carry this out.

### CHAPEL SPEAKERS, 1930

- January 5—Dr. William T. Ellis, Journalist, Swarthmore, Pa.  
 " 12—Mr. Frank Schoble, Jr., Business Man, Philadelphia, Pa.  
 " 19—Lieutenant Colonel Vincent A. Carroll, Attorney, Philadelphia.  
 26—Mr. Russell Callow, Head Rowing Coach, University of Pennsylvania, Philadelphia.
- February 2—Mr. Charles Brandon Booth, Volunteers of America, New York.  
 " 9—Mr. A. Hunt Vautier, Business Man, Philadelphia.  
 " 16—Mr. Henry F. Schwarz, Business Man, Philadelphia, Alumnus, Girard College.  
 23—Dr. Thomas C. Blaisdell, Normal School, Slippery Rock, Pa.
- March 2—Dr. Samuel C. Schmucker, Educator and Lecturer, State Teachers' College, West Chester, Pa.  
 " 9—Mr. N. C. Hanks, Lecturer, Philadelphia.  
 " 16—Dr. Richard Mott Gummere, Headmaster, William Penn Charter School, Philadelphia  
 " 23—Mr. J. Willison Smith, Business Man, Philadelphia.

- March 30—Dr. James S. Heberling, Professor of Child Helping, University of Pennsylvania, Philadelphia.
- April 6—Mr. W. Logan MacCoy, Attorney, Philadelphia.
- " 13—Dr. Joseph M. Jameson, Vice-President, Girard College.
- " 20—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
- " 27—Dr. Lewis Perry, Headmaster, Phillips Academy, Exeter, New Hampshire.
- May 4—Dr. Calvin O. Althouse, Central High School, Philadelphia.
- " 11—Dr. Joseph M. Jameson, Vice-President, Girard College.
- " 18—Mr. William O. Atwood, Engineer, Baltimore, Maryland, Alumnus, Girard College.
- " 25—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.
- June 1—Dr. J. Duncan Spaeth, Professor, Princeton University.
- " 8—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- " 15—Cheesman A. Herrick, President, Girard College.
- " 22—Mr. Joseph M. McCutcheon, Business Man, Alumnus, Girard College, Philadelphia.
- " 29—Mr. Charles E. Bowman, Teacher, Girard College.
- July 6—Professor C. Addison Willis, Teacher, Girard College.
- " 13—Mr. David I. McIlhatten, Teacher, Girard College.
- " 20—Professor George C. Foust, Teacher, Girard College.
- " 27—Captain Howard Kirk, Attorney, Philadelphia.
- August 3—Mr. Ferdinand H. Graser, Business Man, Philadelphia, Alumnus, Girard College.
- " 10—Mr. Ellsworth E. Jackson, Business Man, Philadelphia.
- " 17—Mr. Albert H. Schoell, Teacher, Girard College.
- " 24—Mr. Arthur E. Fink, Instructor, University of Pennsylvania, Philadelphia, Alumnus, Girard College.
- 31—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- September 7—Cheesman A. Herrick, President, Girard College.
- " 14—Mr. A. Hunt Vautier, Business Man, Philadelphia.
- " 21—Mr. Henry V. Andrews, Teacher, Girard College.
- " 28—Dr. John L. Haney, President, Central High School, Philadelphia.
- October 5—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- " 12—Dr. Raymond I. Haskell, Teacher, Girard College.
- " 19—Mr. John W. Leydon, Teacher, Girard College.
- " 26—Mrs. Lucia Ames Mead, Author and Lecturer, Boston, Massachusetts.
- November 2—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.

- November 9—Dr. John Wilkinson, Physician, Philadelphia.  
 " 16—Mr. Ralph Parlette, Lecturer, Chicago, Illinois.  
 " 23—Dr. Wilson Farrand, Headmaster, Newark Academy,  
 Newark, New Jersey.  
 30—Dr. Roger W. Swetland, Headmaster, Peddie School,  
 Hightstown, New Jersey.  
 December 7—Cheesman A. Herrick, President, Girard College.  
 " 14—Mr. Hugh F. Denworth, Business Man, Philadelphia,  
 Alumnus, Girard College.  
 21—Lieutenant Colonel Vincent A. Carroll, Attorney, Phila-  
 delphia, Pa.  
 28—Mr. Samuel R. Boggs, Business Man, Philadelphia.

## LECTURES AND ENTERTAINMENTS—1930

### *Friday, January 3:*

Illustrated Lecture—"The American Indian, Past and  
 Present"  
 Dr. Warren King Moorehead

### *Friday, January 17:*

Comedy-Drama—"A Message From Mars"  
 The Community Theatre Players

### *Friday, February 7:*

Illustrated Lecture—"Camera Hunting on the Continental  
 Divide"  
 William L. Finley

### *Friday, February 21:*

Lecture—"How To Get What Everybody Wants"  
 Ralph Parlette

### *Friday, March 7:*

Concert—  
 Mr. Harold W. Rehrig, Trumpet  
 Mr. Bernard Poland, Tenor  
 Mr. William Silvano Thunder, Piano

### *Friday, March 21:*

Recitations and Impersonations  
 Miss Margaret Stahl

### *Friday, April 11:*

Lecture—"The Thrilling Life Story of Clara Barton"  
 Dr. P. H. Epler

*Friday, April 25:*

Illustrated Lecture—"The Lure of the Great Northwest"  
Frank Branch Riley

*Friday, October 17:*

Illustrated Lecture—"Back From the South Sea Islands"  
Mr. Harry C. Ostrander

*Friday, October 31:*

Entertainment—  
D'Esta Rhoads' Marionettes

*Friday, November 21:*

Lecture—"Indian Wit, Humor, Poetry and Music"  
Dr. Charles A. Eastman, (Ohiyesa)

*Friday, December 5:*

Original Declamation Contest  
Members of the Senior Classes, Girard College

*Thursday, December 18:*

Christmas Concert  
Musical Organizations, Girard College

*Wednesday, December 24:*

Entertainment—Recitations and Music  
Mr. and Mrs. Leon M. Pearson

## ANNIVERSARIES AND COMMENCEMENTS—1930 SPEAKERS

New Year's Day,

General W. W. Atterbury,  
President, Pennsylvania Railroad System.

Commencement, January 23,

Dr. John Wilkinson,  
Physician, Philadelphia, Pa.

Lincoln's Birthday,

Dr. Howard McClenahan,  
Secretary, The Franklin Institute, Philadelphia, Pa.

Founder's Day,

Mr. Joseph H. Hasbrouck,  
Class of December, 1900.

Founder's Day, (Morning Assembly of Students)  
 Mr. Frank A. Honicker,  
 Class of January, 1907.

Commencement, June 19,  
 Honorable Owen Josephus Roberts,  
 Justice United States Supreme Court,  
 Board of Directors of City Trusts.

Thanksgiving Day,  
 Mr. Philip C. Staples,  
 Vice President, Bell Telephone Company of Pennsylvania.

### SAVING FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	<del>360.24</del>	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18



1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
	<u>\$99309.75</u>	<u>\$70254.09</u>	<u>\$29055.66</u>

Interest to December 31, 1929 .....\$10,518.24

Total Interest for year ending December 31, 1930.....\$ 1,388.29

Total Saving Fund Deposits December 31, 1930.....\$39,632.53

Accounts opened in 1926..... 170

Accounts opened in 1927... 138

Accounts opened in 1928..... 162

Accounts opened in 1929..... 182

Accounts opened in 1930..... 158

Total number of accounts December 31, 1926.....1273

Total number of accounts December 31, 1927.....1270

Total number of accounts December 31, 1928.....1296

Total number of accounts December 31, 1929.....1315

Total number of accounts December 31, 1930.....1322

## TOTAL SAVINGS OF PUPILS

Saving Fund .....\$39,632.53

New York Evening Journal Building Bonds..... 1,000.00

First Liberty Loan Bond..... 50.00

Ten shares United Gas Improvement Company Common Stock 275.25

Total.....\$40,957.78

## HEALTH

The Visiting Physician draws attention to the slight amount of serious illness which the College has had during the past year. The institution has been free from either typhoid or diphtheria, the former no doubt due to the active immunization of all boys admitted to the College as well as the frequent examinations of the milk and water supply; and the latter to the immunization of all boys admitted to the College and the administration of the Schick test six months later to deter-

nine whether immunity has been conferred. It is notable also that the statistical summary for the year records only eleven cases of tonsillitis, which low figure, the Visiting Physician believes, is due to the rigid attention given to the removal of infected tonsils. The year's record shows but four cases of rheumatic fever, which again is said to be probably the result of the removal of infected tonsils. The Infirmary housed various mild infections during the year. In all, there were fifty-five cases of mumps, thirty-two of measles, and eighteen of scarlet fever. No injurious after-effects resulted from any of these infectious diseases.

The Visiting Physician again draws our attention to the number of cases of acute infections of the respiratory tract, and renews an earlier recommendation for the constant co-operation of those having charge of the boys in the daily routine in order to reduce the amount of this illness. He very properly says that exposure to wet and cold, with insufficient clothing and the tendency of boys to exercise actively, and then going about with inadequate protection seem to be contributing factors resulting in colds and diseases of the respiratory tract. It is encouraging, however, to note that the number of cases of bronchitis in 1930 was reduced to 105. The number of such cases in 1929 was 147, and in 1928, 177. While there has been improvement in this particular, the number of cases of this illness still points to the need for greater vigilance.

Three boys afflicted with diabetes have continued in the Infirmary on a special diet. All of these are attending classes regularly, and all are making satisfactory progress. These boys are approaching the age when, under the provisions of the Girard Will, it will be necessary for them to leave Girard College. We can but look with question as to the future which confronts them when they leave a carefully regulated institution, with scientific provision for diet, and minute medical care to detect the slightest tendency of a recurrence of the active condition of their disease.

The Chief of the Ear, Nose, and Throat Department reports that during the year he did one hundred and thirteen operations for the removal of tonsils and adenoids. Twelve boys

were operated on for the opening of the ear drum; two for mastoid disease; thirteen for submucous resection, and four operations for infection of the sinuses connected with the nasal passages. The head of this branch of the service reports the examination of ninety-five boys for dismissal from the College, and three hundred and seventeen applicants for admission. He reports the treatment of three hundred and sixty boys for ear, nose and throat affections.

The ophthalmological work has been carried on without interruption. All of the boys were given visual tests to determine the normality of their eyesight. The total number of visits to the Ophthalmologist was slightly over twenty-five hundred. Nearly five hundred boys applied for examination and treatment, and one hundred and forty boys were refracted in order to issue prescriptions for the correction of vision defects. One hundred and seventy boys were treated for affections other than refractive.

During 1930 there has been a recurrence of an infectious condition resulting in conjunctivitis. This was sufficiently alarming during the autumn temporarily to discontinue the use of the swimming pool. Immediately there followed a marked diminution of the number of cases. The water was examined bacteriologically, but no evidence of contamination was found to fix the responsibility on the water as the primary source of the infection. It was thought to be a contributing factor, however, and immediately after the discontinuance of the use of the pool the number of cases of conjunctivitis decreased.

The annual examination of all the boys of the College resulted in bringing to notice a goodly number who needed medical and surgical attention. Boys not showing normal development since their last examination, or who are obviously below par physically, are put on a special regime which serves to head off later complications, and to bring them into the sphere of the normal.

The constant and watchful care of the officers of the College and the prompt sending of any boy under suspicion to the Infirmary for medical examination and observation, the instruction on rules of health in the hygiene classes of the

College, numerous assembly talks, and attention to health matters in general, all contribute to the keeping of boys in good health. Again and again those who have seen our boys stripped have remarked on their fine physiques and their evident well-nourished physical condition. We have repeated comments from mothers on the satisfactory way in which their boys are developing physically, and there is much of encouragement in the health progress which the College is making. Best of all, the boys themselves are learning to prize health. The observations of the assistant to the College Physician who was on duty all of the month of August were to the effect that the boys are well trained and the bravest whom he had ever seen. Testimonies of this sort are of great encouragement to those of us who are in the work here.

Perhaps the most notable single fact in this connection to which attention might be drawn is that we have passed another calendar year without a death among the College boys. Turning our thought backward, we find that we went through the calendar year 1928 without a death, in 1929 one boy died, and now we have been blessed with another year in which no death has occurred. Considering that boys come to Girard College only after they have lost their fathers, and further, that in most cases they have lost their fathers at a relatively early age, these statistics are all the more notable, and they can be accounted for only by the fact that from their early entrance into the College boys are given careful supervision, and that every effort is made on the part of all concerned to preserve them in health, and to protect them against disease.

Following is a list of the diseases, operations, and other matters of record, in classified arrangement, for which pupils of the College were under observation in the Infirmary and dismissed during the year 1930:

RESPIRATORY DISEASES		GASTRO-INTESTINAL DISEASES	
Bronchitis, acute .....	103	Abdominal pain .....	13
Bronchitis, chronic .....	2	Constipation .....	2
Laryngitis .....	16	Diarrhea .....	4
Pneumonia, lobar .....	9	Gastro-enteritis .....	44
		Jaundice, acute catarrhal.....	4
Total .....	130	Total .....	67

## NOSE, THROAT AND EAR DISEASES

Coryza, acute.....	25
Earache .....	16
Epistaxis .....	3
Otitis media, acute.....	46
Pharyngitis .....	55
Tonsillitis .....	11
Sinusitis .....	11
Vincent's angina.....	1
<b>Total .....</b>	<b>168</b>

## DISEASES OF THE NERVOUS SYSTEM

Chorea .....	1
Epilepsy .....	1
Muscular dystrophy.....	1
Facial palsy.....	1
<b>Total .....</b>	<b>4</b>

## ACUTE INFECTIOUS DISEASES

Erysipelas .....	1
Measles .....	32
Mumps .....	55
Rheumatic fever.....	4
Scarlet fever.....	18
<b>Total .....</b>	<b>110</b>

## SKIN DISEASES

Dermatitis venenata .....	4
Eczema, acute .....	3
Eczema, chronic .....	2
Erythema, toxic .....	2
Erythema, simple .....	11
Erythema, scarlatiniform.....	1
Impetigo contagiosa.....	2
Pediculosis capitis .....	18
Urticaria .....	5
Tinea cruris .....	6
<b>Total .....</b>	<b>54</b>

## OPERATIONS

Appendectomy .....	6
Circumcisions .....	21
Hernia, radical cure.....	3
Hydrocele, radical cure.....	1
Mastoid, opened and drained..	2
Strabismus, operation for correction .....	1
Submucous resection .....	14
Tonsillectomy and adenectomy	139
Varicocele .....	9
<b>Total .....</b>	<b>196</b>

## EYE DISEASES

Blepharitis .....	1
Choroiditis .....	1
Corneal ulcer .....	2
Corneal laceration.....	1
Conjunctivitis, simple.....	43
Conjunctivitis, acute catarrhal	19
Conjunctivitis, traumatic.....	2
Conjunctivitis, follicular....	2
Foreign body in the eye.....	3
Hemorrhage, sub-conjunctival	1
Keratitis, phlyctenular.....	1
Keratitis, traumatic.....	1
<b>Total .....</b>	<b>77</b>

## ACCIDENTS

Arthritis, traumatic.....	1
Bursitis (knee), traumatic...	1
Dislocation, clavicle .....	1
Dislocation, wrist.....	1
Fracture, radius.....	2
Fracture, tibia .....	2
Fracture of radius and ulna..	2
Fracture of nose.....	1
Sprain of ankle.....	20
Sprain of thigh muscles.....	2
Sprain of back.....	2
Wounds, infected.....	15
Wounds, contused.....	22
Wounds, lacerated.....	12
<b>Total .....</b>	<b>84</b>

## LOCALIZED INFLAMMATION

Abscess of leg.....	3
Abscess of neck, opened and drained .....	3
Abscess, palmar opened and drained .....	3
Abscess of groin, opened and drained .....	2
Abscess of eyelid.....	3
Adenitis, cervical.....	9
Adenitis, inguinal .....	1
Cellulitis of leg, following infection .....	7
Cellulitis of foot following infection .....	1
Furunculosis .....	8
Furuncle of ear canal.....	1
Ulcer of foot.....	5
<b>Total .....</b>	<b>46</b>

MISCELLANEOUS DISEASES		UNCLASSIFIED	
Diabetes mellitus .....	3	Discipline .....	6
Myalgia .....	1	Observation .....	898
Myocarditis, acute.....	2		
Serum sickness .....	1	Total .....	904
Total .....	7		
Average daily census for the year.....29.28			
Average number of hospital days for the year..... 4.93			
Total number under observation for the year..... 1848			
There was no death during the year 1930.			

## DENTAL DEPARTMENT

In the annual report for 1929, was included a statement of the Dental Department that it was our belief that Girard College had one of the outstanding dental clinics of the world. While that report was being printed, the man who had created this dental clinic and had been its guiding genius was taken from us by death. Dr. Samuel P. Cameron came to Girard College in 1911, and gave nineteen years of devoted labor to the building up of the dental work. In no other particular has Girard College made greater progress in the last twenty years than in the dental care given to the boys. From having a single dentist one day a week, this clinic grew until the College had, at Dr. Cameron's death, the full time of four dentists and nearly the full time of the Dentist-in-Chief, and there was also required the full time of a clerical assistant, who made appointments, kept the records, and had general oversight over the office. The dental work under Dr. Cameron became one of the most useful activities of the institution and one of the conspicuous examples of an institution's care of the teeth of its children. As to the way in which Dr. Cameron had done his work, his successor, as Visiting Dentist, made the following comment: "The work of Dr. Cameron in developing the clinic and organizing the daily routine together with the splendid system of card indexing of all the students in the College with the record of appointments and treatments for each is, so far as the writer knows, unparalleled in institutional work of this character."

The dental clinic at Girard College was so widely known and highly regarded that it was to be expected that there should have been a large list of applicants who coveted appointment to the headship of this work. An inquiry into the qualifications of those who presented themselves indicated that the most of them were specialists, who were devoting themselves to some branch of dentistry. As the problem was studied, it became increasingly clear that we were not likely to find a man of Dr. Cameron's type, who had had experience in general practice, and who had also specialized in both mechanical dentistry and orthodontia. After some months of study and interviews with men of large experience who had dealt with similar problems, it seemed desirable to appoint a Visiting Dentist who would shape the policies for the dental department, keep an oversight over the work, and guide its activities as a consultant and observer, and allow the major part of the work to be done by others under his supervision. This decision immediately made it possible to consider men who would not be interested in coming to Girard College for a full-time appointment. The securing of an experienced and high-grade man as Visiting Dentist and Consultant, to study the problem of the College, and to bring his larger abilities to bear in working through others, seemed on the whole a better solution of our problem than would have been the appointment on full time of a man with less experience and a more circumscribed point of view.

After the above decision had been made, the choice of a Visiting Dentist proved far less difficult than the problem appeared when we sought to find one man who would meet all the requirements of a Dentist-in-Chief. For Visiting Dentist, the Board appointed Dr. O. G. L. Lewis, a practicing dentist in Philadelphia, and for eleven years a teacher in the Dental School of the University of Pennsylvania. Dr. Lewis had served first as Professor of Clinical Dentistry at the University, later as Acting Head of the Department of Operative Dentistry, and at the time of his appointment he was Head of the Department of Operative Dentistry, succeeding in that position to the well known Dr. Darby.

Dr. Lewis's professional and personal standing were such as to

established in his own office a system of group practice, in which he had taken younger men and trained them to serve on special branches of dentistry. As professor of Operative Dentistry at the University, he has working under his direction some fifteen or eighteen dentists, and he therefore comes to the problem of supervisory work experienced and matured. The standing of Dr. Lewis in the profession is evidenced by the fact that he has been chosen to supervise the dental clinics of the American Dental Association at a meeting which will be held in Memphis in the autumn of 1931. These clinics number hundreds of operations and demonstrations, representing the dental profession in all parts of America. Dr. Lewis is also interested in and plans to attend the Eighth International Dental Congress in Paris in the summer of 1931.

Dr. Lewis's professional and personal standing were such as to make his appointment in Girard College a source of great satisfaction. In his early education he attended Swarthmore College; he is of an old Philadelphia family which dates back to the days of William Penn. In the best sense of the word, he is a gentleman who brings with him the traditions and refinements which that word implies; in addition he comes with the highest professional skill and the best recognized experience which any institution could hope to acquire.

The appointment of Dr. Lewis has met with repeated expressions of congratulation and commendation—first of all from several of the men who had been candidates for the appointment which he received. One of these candidates said frankly that he did not consider himself in Dr. Lewis's class, and that if Girard College could secure Dr. Lewis, he congratulated the College. Taking all the facts into consideration, we feel that the high traditions of the dental department of Girard College will be maintained and advanced, as they should be, if we are to keep step with the progress which will go on in the dental profession, as it goes on in other branches of science.

Following the death of Dr. Cameron, Dr. Augustus L. Wright, Assistant to the Dentist-in-Chief, was delegated Acting Chief to carry the responsibilities for the supervision



over the department until a successor should be appointed. Dr. Wright had served with Dr. Cameron for a period of three and one-half years and was familiar with the routine work of the department, as well as with the orthodontic treatment which was being carried on. Dr. Wright acquitted himself with credit, and the activities of the department went forward without serious dislocation.

Dr. Wright has continued his interest in orthodontia, and during the autumn was granted a leave of absence to go for a special short course in this subject at Columbia University. He has also worked with and had the advantages of suggestions from one of the most outstanding orthodontists in the country, and, under the general supervision of his chief, we believe that he will develop and carry on the orthodontic work with credit.

Numerous changes and betterments in the equipment of the dental clinic have been introduced during the year. A new x-ray machine was secured, of a modern type, which is less likely to cause an accident. This new machine is portable, so that it may be moved freely from chair to chair in its use. New uniforms have been secured for the operating dentists, better sanitary provisions have been introduced in the operations at the chairs, and the whole dental equipment has been gone over for adjustment and repairs, so that the physical appointments will be in the best possible shape. One of the dental depots in Philadelphia has entered into a contract to give regular inspections and repairs to the dental equipment of the College at an annual charge. This arrangement provides also for emergency calls in the event of a part of the apparatus being temporarily out of repair. This seems to be a highly desirable method of keeping the equipment in good condition.

The accompanying detailed record of the work performed in the dental clinic for the year ending December 31, 1930, is placed alongside the record of similar work which was done in the two years preceding. In certain features, the comparison is also furnished with the year 1912.

# STATISTICAL REPORT

	1928	1929	Percentage	1930	Percentage
Amalgam fillings.....	2,772	2,806	9.5 Dec.	1,685	32.7 Dec.
Phosphate fillings.....	2,578	3,900	35.5 Inc.	3,429	12.0 "
Gutta Percha fillings.....	408	611	49.7 "	514	15.3 "
Temporary stoppings.....	97	72	25.7 Dec.	360	40.0 Inc.
Permanent teeth devitalized.....	14	13	7.1 "	0	53.8 Dec.
Permanent teeth devitalized.....	0	0	00.0	0	00.0
Permanent teeth putrescent.....	10	6	40.0 Dec.	13	116.6 Inc.
Temporary teeth putrescent.....	30	25	16.6 "	3	38.0 Dec.
Permanent teeth abscessed.....	0	5	300.0 Inc.	4	33.3 Inc.
Temporary teeth abscessed.....	9	9	00.0	9	00.0
Permanent root canals filled.....	62	31	50.0 Dec.	28	9.6 Dec.
Temporary root canals filled.....	0	1	100.0 Inc.	0	100.0 "
Dental Radiographs made.....	195	201	4.1	325	61.6 Inc.
Inlays.....	116	64	44.8 Dec.	41	35.9 Dec.
Crowns.....	4	8	100.0 Inc.	7	12.5 "
Bridges.....	4	0	400.0 Dec.	1	100.0 Inc.
Teeth Cleaned.....	1,853	3,333	79.8 Inc.	2,761	17.1 Dec.
Extraction of Perm. teeth.....	37	28	24.3 Dec.	45	60.7 Inc.
Number treatments.....	6,708	7,574	9.9 Inc.	7,349	3 Dec.
Total number of operations.....	15,129	18,402	21.5 Inc.	16,649	9.5 Dec.

## INCREASE AND DECREASE FROM 1928 TO 1930

	1928	1929		1930
Permanent teeth devitalized.....	14	13	7.1 Dec.	6 53.8 Dec.
Permanent teeth putrescent.....	10	6	40.0 Dec.	13 116.6 Inc.
Permanent teeth abscessed.....	0	5	300.0 Inc.	3 33.3 Inc.

## DECREASE IN EIGHTEEN YEARS AND NINETEEN YEARS

	1912	1929		1930
Permanent teeth devitalized.....	170	13	92.3 Dec.	6 96.4 Dec.
Permanent teeth putrescent.....	151	6	96.0 "	13 91.3 "
Permanent teeth abscessed.....	22	3	86.3 "	4 81.8 "
Average.....	343	22	93.5 Dec.	23 93.2 Dec.

The study which the Visiting Dentist has made since his appointment, and taking into account the increase in the population of the College there are three or four new developments to which we may look forward hopefully.

The first is enlisting a greater interest in and securing an increased coöperation of the members of the instruction and household staffs of the College. The Visiting Dentist has been in conference with the executive officers of the College, pointing out ways in which the household officers and teachers can help in the better care of the children's teeth. To this end the Visiting Dentist has suggested improvements in the literature furnished in the hygiene classes, dealing with the care of the teeth. He has also arranged for a visit to the teacher of dental hygiene at the University of Pennsylvania on the part of governesses, housemasters, and representatives of the instruction

department, so that information may be given on proper methods of brushing teeth and caring for them. It is planned also to have the boys given instruction by a competent expert who will bring them moving pictures and lantern illustrations to show right and wrong methods of caring for their teeth. All of this is in the direction of prevention which will naturally reduce the amount of operative work required.

Second, the Visiting Dentist is clear in his feeling that the present dental staff will prove insufficient to keep the work up to date, to have examinations at sufficiently frequent intervals, and to send the boys out with their teeth in as perfect condition as possible. Already he has recommended the appointment of an additional operator, and such an addition to the staff seems desirable.

Third, the Visiting Dentist feels that we should go much further than the College has heretofore gone in the sterilization of instruments and the affording of improved sanitary precautions. Such a service will require the engaging of a further assistant, who will give herself chiefly to the task of caring for the instruments of the operators. Such an employee will save the time of the operators, and probably the engaging of her service will prove an economy, taking all the facts into consideration.

Fourth, the Visiting Dentist feels that the present quarters for the dental department are not adequate to provide the necessary working space and to afford the privacy which is desirable for the dentists in order to do their work advantageously. It happens that the west end of the long ward on the first floor of the Infirmary could be readily cut off and be given an entrance from the roadway lying to the east of the Junior School building. This would quite double the floor space assigned to the department, and would fit up into a much better clinic than is the one at present in use. If this change were made, the present dental clinic, which was formerly the downstairs round ward, could be given back to the general purposes of the Infirmary. As a matter of fact, we have made little use of the long ward for many years, except for emergencies in the summer when painting and house cleaning are being carried on in the wards on the sec-

ond floor. Such a change as is suggested would greatly improve the appointments of the dental department, and would not take away from the Infirmary space which is required for the effective carrying forward of its routine.

All of the above plans indicate the constructive and helpful spirit in which the Visiting Dentist has entered on a study of the dental problems at Girard College, and are a promise for the future of this branch of our work.

## GROUNDS, BUILDINGS, AND SUPPLIES

Mr. Frank O. Zesinger, after a service of more than forty-four years in the Steward's Office at Girard College, found it necessary to ask for retirement in the first half of 1930. Mr. Zesinger was admitted into Girard College as a small boy in 1875 and continued in residence until 1883. After a brief business connection outside, he came to the Steward's Office as a clerk in 1885. He was later promoted to be Assistant Steward and in 1899 became Steward. For many years he occupied the house which stands at the intersection of South College Avenue and Girard Avenue, immediately at the gate of the College, and he thus became in effect a part of the institution.

Mr. Zesinger was first of all, the soul of honor. No one who did business with Girard College could present him with the smallest trifle nor would he permit himself to be maneuvered into a position where he would be under the slightest obligation to any bidder or vendor, even to the extent of accepting a cigar or allowing his carfare to be paid. In all the years of his supervision over the purchasing and business operations of Girard College, there never arose a suspicion of an irregularity.

Secondly, Mr. Zesinger was always a gentleman. He represented Girard College so as to win the respect and good will of those who came in contact with him, whether they were successful in their efforts to get business or not. The length and character of Mr. Zesinger's service were such that on his retirement the Board adopted the following minute by unani-

mous action: "The Board of Directors of City Trusts congratulates Mr. Frank O. Zesinger on his long and honorable record, and in doing so testifies to its grateful appreciation for his faithfulness to the trust imposed in him, his loyalty to the Institution of which he is an honored graduate, and his high moral purpose in life and service.

"It is directed that this statement be entered on the Board's minutes and that a certified copy be sent to Mr. Zesinger as an evidence of the Board's regard."

With the discontinuance of Mr. Zesinger's service, there was presented the problem of finding a successor who would meet the high standards which he had set for the work and carry on the activities and operations of the College, under the conditions which the enlargement of the institution, the introduction of scientific and engineering machinery, and the adoption of new methods have made desirable.

First of all, consideration was given to a possible change of name for this branch of the work. The term "Steward" has long been a misnomer. When the institution was small, the duties of this officer were fairly defined by the word "Steward," but as the school grew and the various branches of the service were developed, many of the duties of the Steward were taken over by the Department of Domestic Economy, and the Steward's Office became largely one of supervision over the maintenance and upkeep of grounds and buildings, the purchasing of supplies of all sorts, and the operation of the business activities of the institution. The titles of various other officers had been changed from time to time, so that we had superintendents in such divisions of the work as Admission and Discharge, Household, and Domestic Economy. To be quite consistent with the previous practice and give a suitable designation to the branch of work with which Mr. Zesinger had so long been identified, the Board of Directors changed the title from "Steward" to "Superintendent of Grounds, Buildings, and Supplies."

Naturally, a large list of applicants came forward for the place left vacant by Mr. Zesinger's retirement, and after a

careful consideration of this list the Committee on Household nominated and the Board appointed Mr. Charles M. Knopf, a graduate of the University of Pennsylvania in the Class of 1915. Mr. Knopf later continued his education in the Westinghouse Electric and Manufacturing Company, taking the apprentice course in the main plant at East Pittsburgh. In connection with this latter preparation, he took an additional course of commercial training in a sales school.

Later Mr. Knopf enlisted in the United States Army and went to the Mexican border with the First Regiment Field Artillery of the Pennsylvania National Guard. For this service he was appointed Second Lieutenant of Engineers in the Officers' Reserve Corps. At the entry of the United States into the World War, he volunteered for the First Officers' Training Camp at Fort Niagara, was commissioned a Second Lieutenant in the United States Field Artillery, and went overseas in the Seventy-Ninth Division. Mr. Knopf was later promoted to the rank of First Lieutenant, and served creditably as executive officer of his battery and as battery commander.

Following the World War Mr. Knopf returned to the Westinghouse Company and continued until his appointment as an engineer with the Gulf Refining Company. He was with this Company for ten years, in 1924 becoming technical Engineer of Sales, where he was under the necessity of handling large business interests.

As Mr. Knopf has taken up his work here, he has shown himself to be a thoroughly live man, well informed, and widely experienced. He works easily with his associates and has evidenced an ability to get results, thus showing qualities which are promising for the future of Girard College.

Charles H. Carman, who had served the College as Assistant Engineer from July 15, 1911, died in April of the year under review. In advance of coming to the College, he had been for several years in the employ of the Girard Estate in the operations at South Philadelphia, and in that position and as Assistant Engineer at Girard College he had been a faithful, high-grade, practical engineer who was respected by all who worked with him.

alteration of Building Number One so that it may be brought into use for a group of older boys. The plans for a new Chapel have been studied actively during the past year, though no final decision has yet been made for the demolition of the present building and the construction of a new one. The officers of the College are also studying plans for the reconstruction of Banker Hall, the completion of which together with the erection of a new Library building will complete the plans for enlargement which were begun more than five years ago. It is the hope of the officers that these building changes can be carried forward and realized in their entirety within the next two or three years. The President of the College covets the completion of the building reconstruction as a part of his contribution to the reorganization of Girard College.

No less important than building changes have been improvements in the grounds. New planting about the house group at the west end has greatly improved the appearance of that group. Shrubbery and trees have been started at many other advantageous points, and the grounds are steadily becoming more attractive. We were gratified to have a view of the main road of the College included in the current issue of the *American Landscape Architect* (January, 1931) and the effect of this view was pleasing and creditable to the Institution.

An important truth for school boards and executives to bear in mind is that grounds and buildings, food and clothing, and even text-books and working material do not make a school. Sir Michael Sadler well observed: "The black shadow which hangs over the future of modern education is lest organization should cripple individuality." One of the supreme dangers to a headmaster, principal, or president, particularly in a place with as much detail to be administered as there is in Girard College, is that the head will turn his back on the higher things of the spirit and "serve tables." With the growth in size of a school and the increase in multiplicity of duties and interests, the head tends more and more to be swallowed up by the operations of the machine. Even in a large institution this is not necessary, but it is an ever-present danger. Some of the great teachers and schoolmasters of modern times have

efficiently-managed large institutions, and this without the loss either personal or institutional of intellectual and spiritual influences. What more striking examples of personal influence in an institution could be found than those of President Eliot and Dean Briggs, at Harvard, and of President Harper at Chicago. In a visit to the English schools a few years ago, the observation was made that the largest school visited, the Manchester Grammar School, showed in a most vital way the influence of its then High Master, J. Lewis Paton. Sound organization, efficiency of associates, delegation of authority, and team work—all make possible the freeing of the head of a school so that he may set his mind to the enriching and ennobling of the intellectual and spiritual life of the place.

## PRIZES

The key man prize was continued, one award being made, as follows:

September—William E. Kerstetter, Class of June, 1930.

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work:

September Award—Myer Feldman.

February Award—Henry A. Young.

Prizes awarded by the Girard College Alumni to the three members of the Senior classes for the best original declamations were presented in February:

- |                            |         |
|----------------------------|---------|
| 1. Robert M. Tennant.....  | \$15.00 |
| 2. Frederick G. Clark..... | 10.00   |
| 3. Thomas Baker .....      | 5.00    |

Bronze medals were presented by l'Alliance Française to the pupils of the High School showing the greatest proficiency in the study of the French language and literature:

September Award—Fred G. Hocking.

February Award—David K. Burkhart.



The "Early Eighties" prizes presented in the name of John Humphreys were awarded in September for the best descriptive essays on the annual trip of the Senior classes to the coal properties of the Girard Estate in Schuylkill County and in February for the best descriptive essays of the annual trip of the Senior Classes to Washington, as follows:

September		February	
1. William T. Michaels....	\$8.00	Joseph Fenton .....	\$8.00
2. George Yemm .....	5.00	Thomas Baker .....	5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Thrift" by the pupils of the Second High School year, were awarded as follows:

September		February	
1. Irving M. Frankel.....	\$6.00	Edson J. Shannon.....	\$6.00
2. Howard A. Andrews...	4.00	Michael Massa .....	4.00
3. Irwin Chudnow .....	3.00	Charles F. Gabel.....	3.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September		February	
1. Harvey E. Stoehr, Trade Drafting.....	\$8.00		
2. Raymond R. Moore, Electrical Shop.....	5.00		
February			
1. John W. Knock, Patternmaking.....	\$8.00		
2. Kurre W. Ostrom, Carpentry.....	5.00		

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September		February	
1. Paul J. Banks .....	\$8.00	Mattia A. Spinelli .....	\$8.00
2. Irving M. Frankel.....	5.00	Robert E. Spatzer.....	5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September		February	
1. Harvey E. Stoehr ....	\$12.00	Kurre W. Ostrom.....	\$12.00
2. Raymond R. Moore....	6.00	Clair A. Artz .....	6.00

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania for general proficiency in athletics, was presented in February to John E. Morris.

Three prizes, awarded by Mr. Harry Brocklehurst, Class of 1871 for the best essays on "Safety Devices," were presented in February to:

- |                              |        |
|------------------------------|--------|
| 1. Leonard S. Greene .....   | \$5.00 |
| 2. William L. Schatzle ..... | 3.00   |
| 3. Willard M. Zurfieh .....  | 2.00   |

The George S. Windle prize of \$25.00 awarded by the Girard Club of Wyoming Valley to the student from the Greater Wilkes-Barre District attaining the best record in scholarship, athletics, and deportment combined, was presented in February to Howard A. Andrews.

The Girard Band Association prizes, awarded to the students showing the greatest advancement in proficiency on the stringed instruments, were presented in February to:

- |                                 |        |
|---------------------------------|--------|
| 1. Edward Edmunds, Violin ..... | \$5.00 |
| 2. Frank R. Stites, Cello ..... | 2.50   |

The Howard L. Williams prize, awarded to the students of the graduating classes attaining the greatest proficiency in shorthand, were presented to:

- |  |         |
|--|---------|
| September Award—James S. McCormick.....  | \$10.00 |
| February Award—Walter R. McClelland..... | 10.00   |

The F. Amédée Brégy prizes of \$2.00 each, awarded to the students of the Art Class producing the best water color paintings and the best drawing during the year, were presented in February to Henry A. McLaughlin, Charles Davis and Paul R. Echard.

Bronze medals awarded by the American Legion through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best record in scholarship, athletics, and citizenship combined were presented to:

- |                                   |
|-----------------------------------|
| September Award—Harold E. Manley. |
| February Award—Vincent Clausius.  |

Special Prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

**September Awards:**

1. Edward A. Turner, Company C, Saber.
2. Thomas E. Bramble, Company D, Silver Medal.

**February Awards:**

1. Kurre W. Ostrom, Company D, Saber.
2. Juan de Zengotita, Company B, Silver Medal.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

**September Awards:**

1. John H. G. Stricker, Corporal, Company A.
2. Samuel M. B. Geist, Corporal, Company C.

**February Awards:**

1. Samuel M. B. Geist, Sergeant, Company C.
2. Lidio Mignogna, Sergeant, Company D.

Photographs of the winning companies were presented to members of those companies.

Prizes presented by the College in February for proficiency in piano music:

- |                           |        |
|---------------------------|--------|
| 1. John R. Brown .....    | \$5.00 |
| 2. Samuel G. Fisher ..... | 2.50   |

Prizes presented by the College for proficiency in manual arts:

**September Awards:**

- |   |        |
|---|--------|
| 1. Joseph Hutt, books to the value of.....    | \$5.00 |
| 2. Dusan Popovich, books to the value of..... | 3.00   |

**February Awards:**

- |  |        |
|--|--------|
| 1. Robert W. Allen, books to the value of.....   | \$5.00 |
| 2. George H. Harrold, books to the value of..... | 3.00   |

Prizes presented by the College in February for the best singing with soprano or alto voice:

- |  |        |
|--|--------|
| 1. Robert M. C. Schutz, books to the value of..... | \$5.00 |
| 2. William C. Hinkel, books to the value of.....   | 3.00   |

## DOMESTIC ECONOMY

In November Miss Margaret Russell succeeded to the position of Dietitian made vacant by the resignation of Miss Edna M. Steele. Miss Russell is a graduate of the Training School at Drexel Institute, and has had a good range of experience in work of the sort which she is to do at Girard College.

The Superintendent of Domestic Economy reports a relatively low labor turn-over during 1930. While fewer employes than usual have left the service, the numbers available to take their places have been large. The labor problem has given Girard College less concern during the past year than for many years preceding.

Studies of the proper dietary for children have made marked progress in the past ten years. The recognition of new requirements in diet and the providing of food supplies that will meet those requirements have assumed increased importance. Perhaps no preceding decade has seen so great an advance in the science of child feeding as has that from 1920 to 1930.

Economy in buying and the prevention of waste are important factors in keeping down the per capita cost at Girard College. A tendency toward consolidation among vendors furnishing such basal necessities as milk, butter, and ice cream makes it increasingly difficult to secure bona fide competition in the bids for these staples. Girard College goes on the assumption that it is a public institution, and that it should maintain a system of genuine competitive bidding in awarding contracts for its supplies. Our effort has been to bring eligible new dealers into the list of bidders, and to continue our former system of awarding contracts.

The cost of subsistence in 1930 was slightly in excess of that for 1929. In the main, the items on which there were increases were oranges, potatoes, and green vegetables. Expenditures for meats, ice cream, milk and cream also were at a slight advance over those of the preceding year. Some of these increases were due to the use of larger quantities of the supplies mentioned. Certain items of consumption were at a decreased figure in 1930, as compared with 1929. Particularly was this true of butter,

The total ordinary expenditure in 1930 for the maintenance of Girard College was \$1,776,030.46. The average number of pupils maintained was 1530 and the cost of maintenance per capita, \$1,160.80, as follows:

	Amount	Per Capita
General Administration .....	\$61,056.72	\$39.91
Retiring Allowances .... .	40,983.30	26.79
Group Insurance .....	9,746.25	6.37
Admission and Discharge .....	55,125.15	36.03
High School .....	263,297.54	172.09
Middle School .... .	80,523.58	52.63
Junior School .....	40,744.54	26.63
Library .....	26,798.01	17.52
Physical Training and Athletics .....	31,788.17	20.78
Battalion of Cadets .....	17,311.63	11.31
Instrumental Music .....	29,834.37	19.50
Chorus .....	4,342.37	2.84
Special Classes .....	6,202.16	4.05
Professional Improvement of Staff..	527.52	.34
Excursions and Field Visits .....	5,675.74	3.71
Lectures and Entertainments .....	1,075.00	.70
College Home Life .....	219,338.70	143.36
Department of Health .....	76,555.27	50.04
Food and Dining Room Service .....	477,552.01	312.12
Clothing .... .	172,928.12	113.03
Laundry .... .	73,418.17	47.99
Garage .....	6,441.01	4.21
Maintenance of Grounds .. .	44,562.71	29.12
Incidentals .....	2,810.44	1.83
Transportation of Pupils .....	10,836.05	7.08
Insurance .....	1,823.31	1.19
Celebration of Founder's Day .....	5,197.68	3.40
Summer Camp .....	9,534.94	6.23
	<u>\$1,776,030.46</u>	<u>\$1,160.80</u>

Year	Cost of Maintenance	Per Capita Cost
1930 .....	\$1,776,030.46	\$1,160.80
1929 .. .	1,751,113.91	1,147.52
Increase .....	<u>\$24,916.55</u>	<u>\$13.28</u>

eggs, and fowl. The amount of fowl consumed in 1930 was considerably in excess of that consumed in 1929, yet the aggregate cost was reduced.

The per capita cost for subsistence, calculated on the basis of boys only, was \$212.35, or an average of 64 cents per day. If the calculation were made to include boys, officers, and help, the per capita cost becomes \$175.53, or a cost per individual per day of 52½c. The cost for food per day was increased in 1930 over the cost in 1929 by one cent per individual.

The per capita expenditure for clothing during 1930 was slightly less than in 1929. The decrease in expenditure for this purpose was \$2,065.78. The per capita cost for clothing in 1930 was \$84.22, as compared with \$85.81, for the same purpose in 1929.

The per capita cost for the maintenance of the institution as a whole is interesting as it appears on page seventy-six. As the Bulletin of the Child Welfare League of America observes, the per capita cost in institutions varies greatly. Certain institutions in America have reduced the per capita expenditure to \$100 per child, and there are others in which the per capita is above \$1500 per child. Girard College, with a per capita cost of \$1,160.80 for 1930, does not head the list of institutions having high per capita, but it is impossible to maintain the character of work which we undertake at Girard College without the cost running up. We may well feel that the work being done is a warrant for this total.

### ADMISSION AND DISCHARGE

The routine activities of Admission and Discharge have gone on in 1930 much as they have gone on in the years preceding. The Superintendent of the Department on January 1 completed twenty years at Girard College. The College would be unappreciative if mention were not made of the useful character of the work done, and the progress which has attended the efforts of the Superintendent and his associates.

The number of boys on the waiting list at the end of 1930 was 663. The number on the list at the same date in 1929 was

624. It is necessary to go back to 1923 to reach a year in which the number on the waiting list was greater than at the end of 1930. On December 31, 1923, there were 721 on that list.

In both the new applications registered and the total number of names removed from the list during 1930, the figures are larger than in any one of the last nine years. The total registration was 516. The total number of names removed from the waiting list was 477. Of the number removed, 181 were received into the College. Eighty-one were removed by becoming ten years of age, and 42 were withdrawn by their mothers. One hundred and sixty-seven names were removed by examinations which indicated that the applicants were not eligible for admission. During 1930, 348 boys were examined, and 181 of this number were received into the College, this number being 52.8 percent of the total number examined. In 1929, the number admitted was 61.8 percent of the total number examined. Last year's large increase in the percentage of failures is accounted for by the re-registering and re-examining of boys who had failed earlier. Fifty-eight such boys were re-examined in 1930, of whom 42, or 72.4 percent of the total number, failed in the re-examinations.

If the practice of re-registering boys for a second, and in some cases even for a third examination, be continued, and the tendency toward such re-registration increases, as it has done in recent years, we shall shortly have a condition in which the list will become congested with those who have little likelihood of meeting the requirements for admission.

The fact, however, that a minimum of the boys thus re-registered do qualify for admission is a warrant for re-registering and re-examining candidates. A boy who has been ill, who started school late, or who has had for other reasons little opportunity to attend school may fail on his first examination, and may in a subsequent year of intellectual awakening make such school progress that on his second examination he evidences entirely different capabilities.

# CLASSIFICATION OF PUPILS ADMITTED DURING 1930

MEDICAL		AGE AT ENTRANCE	
Good .....	70	6 -6½ .....	3
Normal .....	102	6½-7 .....	3
Fair .....	9	7 -7½ .....	52
		7½-8 .....	23
OPTICAL		8 -8½ .....	23
Normal .....	177	8½-9 .....	17
Fair .....	4	9 -9½ .....	33
		9½-10 .....	27
PSYCHOLOGICAL			
Excellent .....	42		181
Good .....	61	CLASSIFICATION	
Average .....	73	Above grade .....	12
Unsatisfactory .....	5	On grade and less than one year retarded .....	124
SCHOOL		More than one year but less than two below grade.....	45
Excellent .....	1		181
Good .....	26		
Average .....	132		
Unsatisfactory .....	22	Below normal by Formboard..	13
ANTHROPOMETRIC			
Above standards .....	133		
Above in height.....	18		
Above in weight.....	7		
Below standards .....	23		

As the number of boys admitted has not varied greatly from the number in preceding years, so the number graduated has continued about the same. Fewer boys leave us at eighteen years of age than was true a decade ago. Boys are admitted more nearly on grade; by means of summer instruction and special effort in the regular school work of the year, they are brought along until their school standing corresponds more nearly to their age group. Quite generally now boys are interested in their progress, and they meet the schools half way in the effort to bring them up to grade.

One interesting aspect of discharge is the result of a policy of requiring boys who are above fourteen years of age, and who do not make a good use of their opportunities here, to leave the College. The Girard Will provides that those boys who merit it shall remain in the institution until they are between fourteen



and eighteen years of age. The implications of this provision clearly are that the boys who do not merit this favor shall not be continued in the College after their fourteenth birthdays. Particularly is this statement true of boys who are past sixteen years of age, and repeatedly in late years the Committee on Admission and Discharge of the Board of Directors of City Trusts has referred lists of boys to the Office of Admission and Discharge that the necessary arrangements might be made for their separation from the institution. This does not mean that boys are placed on their mothers' doorsteps. Opportunities are found for these boys to go to employment, or amicable arrangements are effected for them to return home and perhaps enter on a new course of instruction in another school. Repeatedly we have found that boys who have reached a static period in their intellectual lives, and who, moreover, may have made bad associations and begun to engage in questionable habits are greatly benefited by being separated from the influences here which have not been helpful to them, and by being sent to their homes where they can be given a personal oversight which is not practicable with us.

The phase of discharge which has presented the greatest difficulty during 1930 is the placement of boys who have graduated or are leaving the institution for other reasons. The unemployment problem has been acute in Philadelphia. Thousands of men have been walking the streets looking for work. Extensive community contributions and services have been extended for the alleviation of need of those who are without employment through no fault of their own. These conditions have made the placement of boys more difficult than ever before. The Superintendent of Admission and Discharge has shown great resourcefulness in the opening of opportunities for our boys. Extensive solicitation has been made through the mails, the letters sent out reaching to the thousands. Personal interviews, telephone calls, and other methods of approach have been utilized to learn where positions were and how they could be secured.

The facts mentioned above have had an unfavorable effect upon employment for our boys during the summer and on

Saturdays and have limited the extra opportunities offered in the period immediately preceding Christmas. Slackness of employment has reduced the thrift fund which now has been carried for a goodly number of years. Boys who are willing and anxious to go to work have patiently awaited their time. The Department of Admission and Discharge has shown industry and great patience in dealing with the acute situation resulting from the lack of openings for boys. The mothers and all concerned have been considerate and helpful, and we are hopefully looking forward to the time when returning prosperity will afford the usual number of openings. —

We need to remind ourselves in such a time as the present that an individual or an organization is not put to the test when everything is moving serenely and no acute problems are encountered. When times of stress come, when trial is made of the ability to meet new and difficult situations, real worth or lack of it is brought to light. The Department of Admission and Discharge has been going through such a time of testing during the year 1930. The success which has attended its efforts is an evidence that the department has been weighed in the balance and not found wanting.

## ALUMNI

Alumni interest in Girard College grows with the passing of the years. Two graduates still survive who were among the first hundred boys admitted into the College on January 1, 1848. One of these has in late years come regularly to the Founder's Day celebration. The other came to this celebration until he was physically incapacitated. From these veteran members of the alumni down to the boys who recently graduated, there is a deep and affectionate interest in Girard College on the part of all who have been reared by the institution.

A meaningful document was sent in during the year by the manager of the James Spear Stove and Heating Company, in the form of an agreement under which a Girard boy was apprenticed to the grandfather of the present manager of the company. This alumnus entered the service of that concern

in 1883, continuing until his death in 1924, and was characterized as "a most faithful and trusted employe," and one of three men who had had much to do with the success of the organization with which he was connected. The document and the accompanying letter have been preserved in the archives of the College as an illustration of the fidelity characteristic of Girard boys, and an incentive to the boys of the present and future generations.

The big alumni event of the year was the celebration of Founder's Day. As usual, this celebration was largely attended and proved a colorful and pleasing occasion. The afternoon address on Founder's Day was delivered by Mr. Joseph H. Hasbrouck, President of the Penn National Bank and Trust Company of Reading, and a graduate of the College in 1900. Mr. Hasbrouck reviewed the life of Girard, emphasizing his patriotism and public spirit.

The morning address on Founder's Day, directed primarily to the boys of the College, was delivered by Mr. Frank A. Honicker, a graduate in 1907, who has served for a number of years as Secretary of the Rotary Club in Philadelphia. Mr. Honicker had addressed a series of letters to Girard men selected from the past seven decades, requesting that answers be given to the question, "What has Girard College meant to me?" The response to this question was hearty, and the replies proved of more than passing interest. When these men sat down to enumerate what Girard College had meant to them, they practically made a list of every thing worth while in life. In this summary of what the College meant, we find such basal life needs as spiritual training, the stimulation of habits of regularity, the cultivation of a desire to help the other fellow, the formation of ties of friendship, the development of a fraternal spirit, the building up of physical fitness, the inculcation of attention to duty, the fostering of a love of American institutions, the furnishing of beneficent discipline, and the affording of a capacity to enjoy life. Perhaps no more effective way could be devised for testing the results of the training in Girard College than that hit upon by Mr. Honicker.

Numerous telegrams and letters were received from alumni

in various parts of the world in connection with the Founder's Day celebration. It is encouraging to learn that old boys are thinking of the College and members of its staff on this day, which has meant so much in the lives of Girard graduates.

The alumni organizations steadily increase, the total now being nearly or quite twenty. A church group is one of the late additions to this number, the purpose of which is to honor Stephen Girard by attending some church service in a body and recognizing in a public way the obligation which these boys owe to the Founder. Active alumni groups have continued in every part of Pennsylvania, and during the past year such a group organized and met for the first time in Atlantic City, and an earlier alumni movement in Greater New York was renewed. It has been the privilege of the Superintendent of Admission and Discharge and the President of the College to attend various alumni meetings, and always the spirit of loyalty was largely in evidence.

In addition to the other alumni groups, a movement has been instituted among men of a particular interest. Girard graduates who are bank officials have formed a club which meets two or three times a year for fellowship and the renewal of the memories and associations of Girard. The number of Girard graduates who have made their way to headships of financial institutions or departments of these institutions is a great encouragement to the boys now in the College and the younger graduates. The high regard in which Girard men are held because of their dependability and their capacity to co-operate has made them especially valuable to financial institutions.

Not the least important of the alumni interests and activities have been those of the younger group who are continuing their education in colleges and universities. The interest of Girard Alumni in higher education grows steadily. A goodly number of boys graduated last year from colleges and universities, several of these completing their training in professional schools. In this day and generation it is a big undertaking for a boy to put himself through college, and especially to add to his undergraduate training a further professional training

of three or four years. Some of our boys recently graduated from professional schools have taken up the practice of their chosen professions.

Girard is not primarily a college preparatory school. Our education in preparation for college admission is incidental, but our better boys are abundantly able to maintain themselves in colleges, and some of them have earned distinction.

The cost of a college course has steadily increased, and at present this cost is almost prohibitive to those who are wholly dependent on their own resources. We have sought, by means of alumni contributions and the utilization of endowed scholarships and other funds set aside for the aid of alumni, to furnish the means of paying the tuition of worthy boys who are ambitious and who seek a college education. We endeavor to pay the tuition of boys and to help them, if possible, to secure positions which will enable them to meet the cost of their board and room rent, allowing them to make provision out of summer employment and savings which have been husbanded to provide for their incidental expenses.

Girard College greatly needs additional scholarships. We have at present but two endowed scholarships, when we could use twenty at least to splendid advantage. The proceeds of the Todd Fund, and of the Brocklehurst Fund in part go toward paying tuition, in addition to the endowed scholarships just mentioned. The Brocklehurst Fund is made available for other than scholarship needs, and numerous demands of this sort are made on it.

Principal William L. Grant, of the Upper Canada College in Toronto, in a late address before the Headmasters' Association, reported that his school planned to establish fifteen scholarships as a memorial to those from the school who had lost their lives in the World War. This was done, he explained, so there might be for all time a stream of boys with good brains going through the school, as a memorial to those whom the school had trained and sent out to die in the service of their country. A group of memorial scholarships at Girard College, founded in the names of the donors themselves, their classes, some member of their families, or some officer or teacher of the

College will provide a way in which a debt of obligation can be paid and a fitting tribute rendered to some one who is regarded as worthy. Twenty such scholarships, endowed to yield \$400 each year, in addition to the scholarship aid now available, would be a veritable godsend as a means of assuring to the worthy boys of the future opportunities for advanced education.

## CONCLUSION

Endowed institutions for social service continue to receive attention from students of philanthropy and social workers. The White House Conference, to which reference was made at the opening of this report, stressed strongly the home care of children. Trusts which continue in perpetuity have also occupied the attention of these same students of philanthropy. It was with some degree of satisfaction that the officers of the College were in conference with the authors of a book now being prepared on "Wise Public Giving." That book will give a prominent place to the philanthropy of Stephen Girard, and it will, we believe, furnish an account of Girard College which can not but contribute to a better understanding of Stephen Girard and his benefaction.

Girard College has striven to function as a public service institution, giving help to boys who in their childhood need provision for their upbringing and education. The collateral services of the College extend to the influence which it exerts on other institutions and the aid which it renders them. The number of children who can be served by Girard College is not large, but the influences of the College can be multiplied many times over if it cultivates helpful relationships with other institutions which are doing a similar work.

Repeatedly we are asked the question whether the Girard boys are appreciative of all that is done for them. The same question is sometimes asked about children in private homes. In recent years a British weekly editorialized on the theme "Are Boys and Girls Grateful?" Possibly children in general

are less grateful in the present era than they were in the age preceding: at least their elders would lead us to believe that this is true. It is doubtful, however, whether children were ever very expressive of their gratitude. Such a thing as having a spirit of gratitude and appreciation without expressing it is quite possible. Perhaps the wisest way to cultivate a correct feeling of gratitude in children is to stimulate the habit of helpfulness and the desire to be useful in their relations with those with whom they are in contact. If young people grow up with a spirit of helpfulness in their relations with others, they will not be wanting in appreciation for what others may have done for them.

Of one thing we are sure at Girard College. Appreciation grows as the years pass. Boys may receive the services of the institution in their earlier years as a matter of course; they may even develop the feeling that these services are their due, but with the passing of the years they are more appreciative of how great the services are and how favored is their lot to enjoy them. When, after seven, eight, or nine years, the time comes for a Girard graduate to leave the Institution, he is not lacking in his expressions of appreciation, and, after his departure, his respect and esteem for the College grow with the years. The most enthusiastic supporters of Girard College are the graduates of thirty, forty, or fifty years' standing, and one can almost formulate the rule that the degree of appreciation is in direct proportion to the number of years that pass.

Of one other thing we may be well assured. The mothers of Girard boys, present and past, have genuine gratitude for what the College is doing and has done for their sons. More frequently than in any preceding year, 1930 has brought letters of commendation from the mothers of boys who are at present in the institution. Some of these letters have been received shortly after boys have been admitted, conveying the mother's great gratification that her boy has been accepted and that he has the opportunity of enjoying the education of such an institution. Letters come back after boys have been home for vacations, remarking on the improvement which has been noted in their bearing, manners, and intellectual development. Mothers

follow the unfolding of the boys' characters and minds and are quick to express their appreciation.

Commencement after commencement brings back new collections of letters from both mothers and boys, expressing oftentimes naively, but with unmistakable feeling, a sense of indebtedness to Girard College. Sometimes these messages come from grand-parents or other members of a family, but they always express the feeling that a boy's life has been changed, that he is a different boy, has a different outlook and a different prospect because of what Girard College has done for him. To meet with such response and to have oft-repeated expressions of such appreciation makes one feel that the forethought of Stephen Girard, and the joint effort of Directors, officers, and teachers, are worth while.

Perhaps in no particular are there more grounds for encouragement than in the changed tone of letters and personal interviews, complaints and criticisms having given way to expressions of compliment and commendation. Early conferences on Mothers' Days consisted largely of the registering of complaints and the furnishing of information which it was believed the President of the College did not have and should be in possession of as to the limitations, failures, and unsatisfactory service of the Institution. Twenty years ago it was not uncommon to have a score or more of such complaints and criticisms at a single Mothers' Day reception. It is indeed a happy experience in late years to have a Mothers' Day come and go without our hearing a single stricture or word of censure but rather genuine expressions of commendation for the work that Girard College is doing. We may all find for ourselves abiding encouragement in this fact. For the Founder we express the hope that he, too, in the land of spirits, may have the consciousness that his benefaction is operating to aid those who are in need, and for the good of the world.

Respectfully submitted,

CHEESMAN A. HERRICK,

President.